

*Next Generation Acquisition Training*

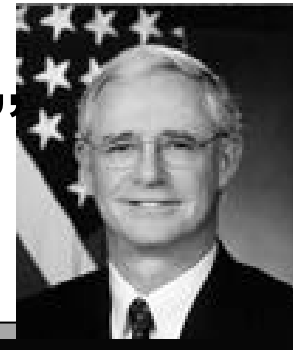


Briefing  
for  
**NDIA Annual  
T&E Conference**  
March 26, 2001

**Transforming DAU for the Future**



# **“Performance Through Learning”**



“Our military and civilian acquisition personnel are clearly the key to the success of our reform and modernization initiatives... As we move to more sophisticated processes and empower acquisition employees to assume greater responsibility, it is imperative that we couple these increased demands on the workforce with the kinds of training, education and professional development that will enable them to assume these new roles.”

The Hon. Jacques Gansler USD (AT&L)  
December 15, 1998



# ***The Defense Acquisition University (DAU)***

## **VISION**

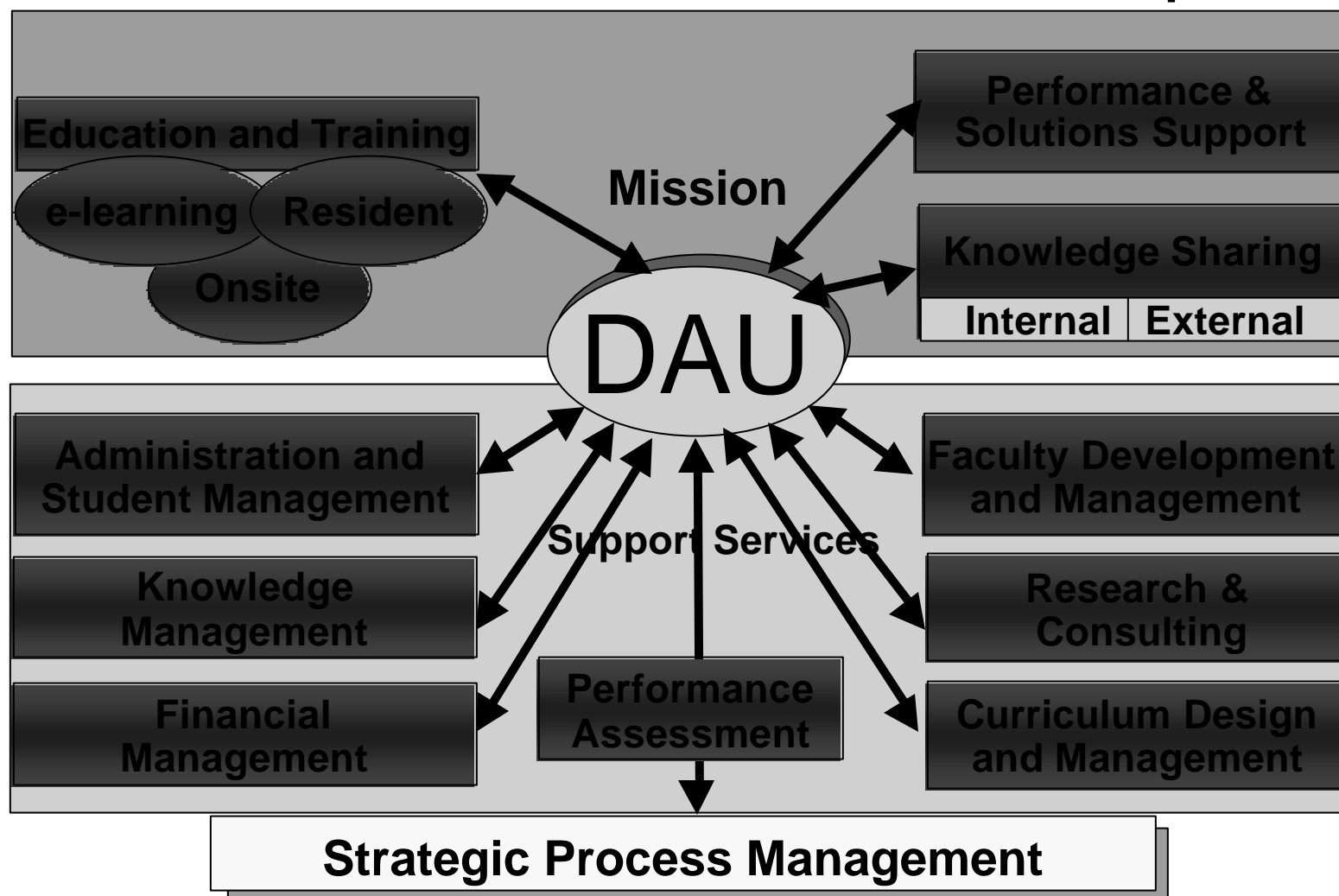
**The Acquisition Community's Learning  
Resource of Choice !**

## **MISSION**

**Provide the Acquisition Community with  
the Right Learning Products and Services  
to Make Smart Business Decisions**

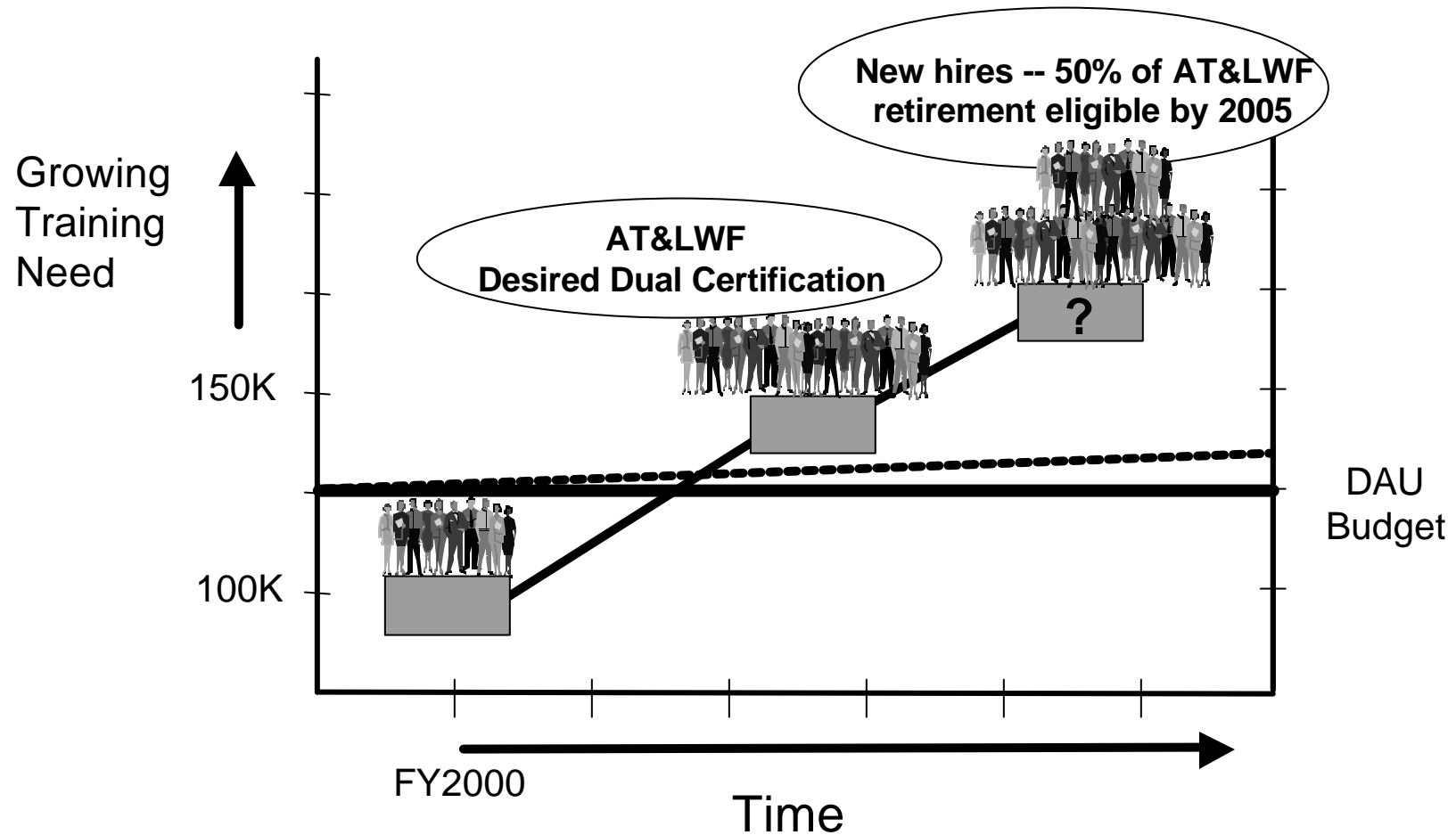


# DAU Functional Model/Concept

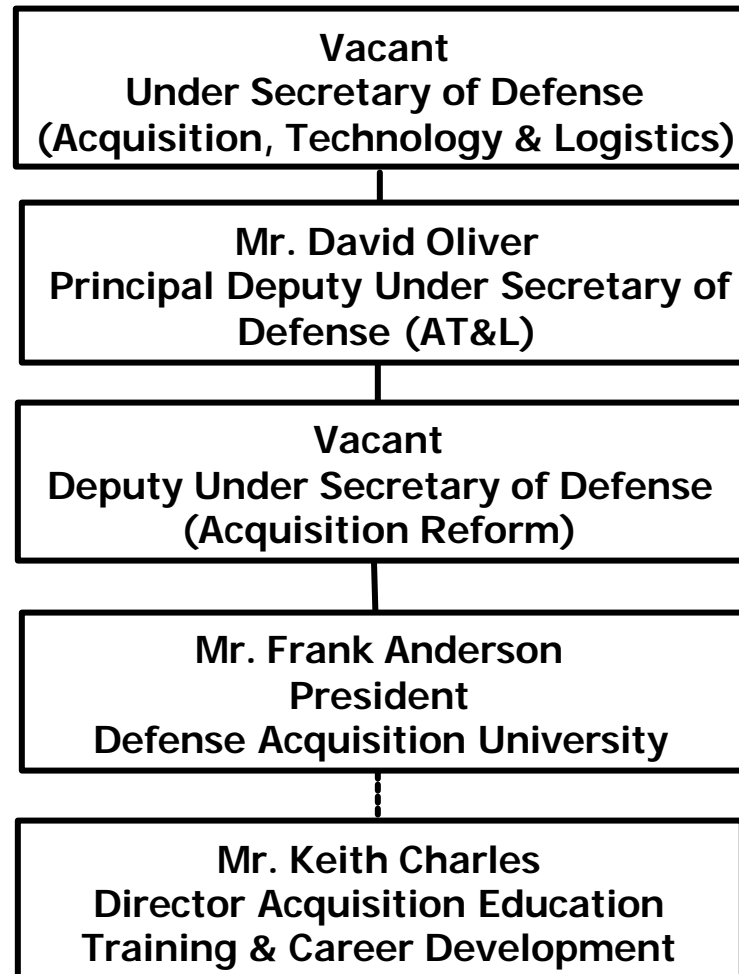


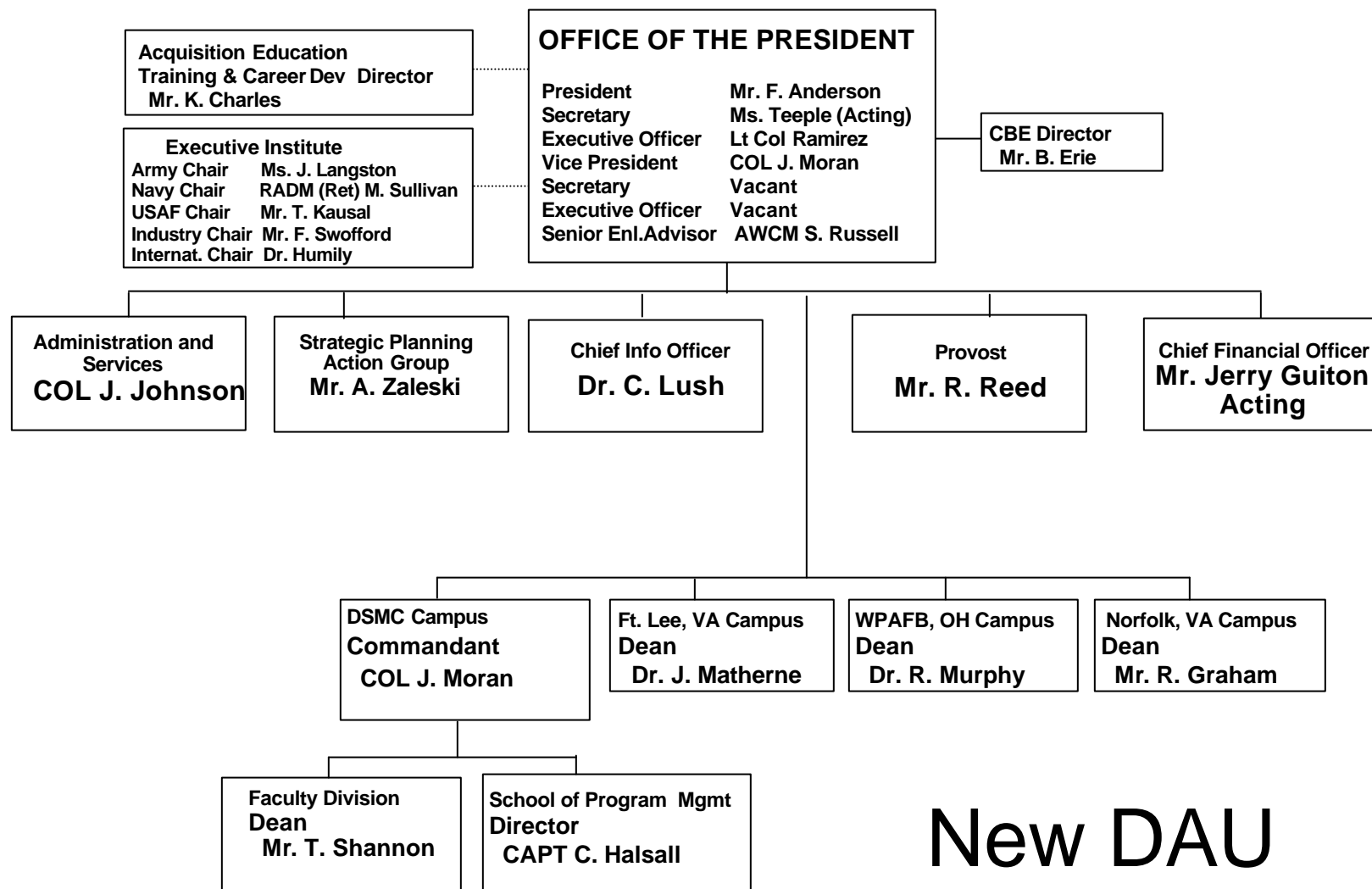
# DAU Budget Hurdle

- *Growing Training Demand* -



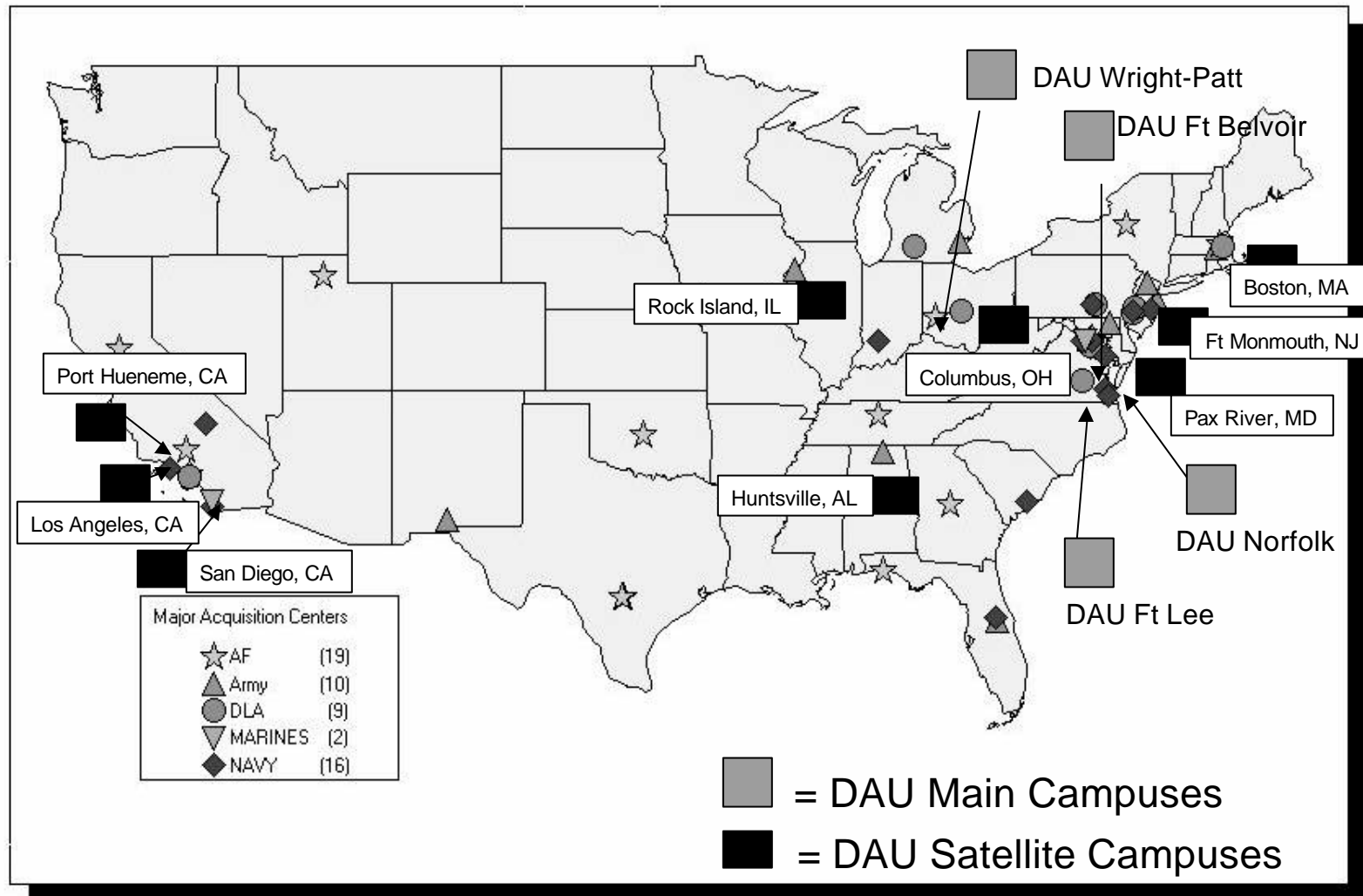
# Organizational Relationships





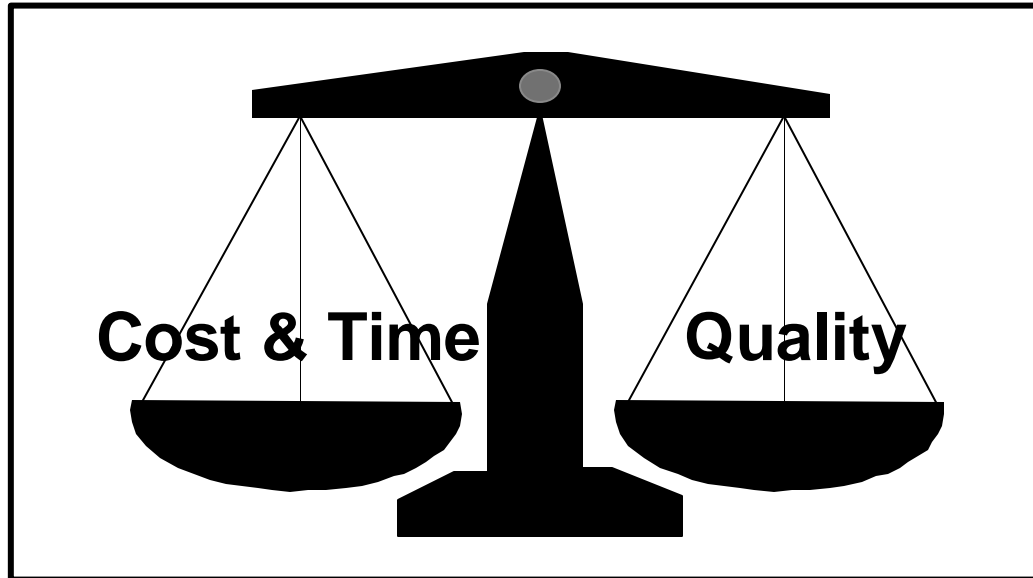
# New DAU

# Major Acquisition Workforce Centers





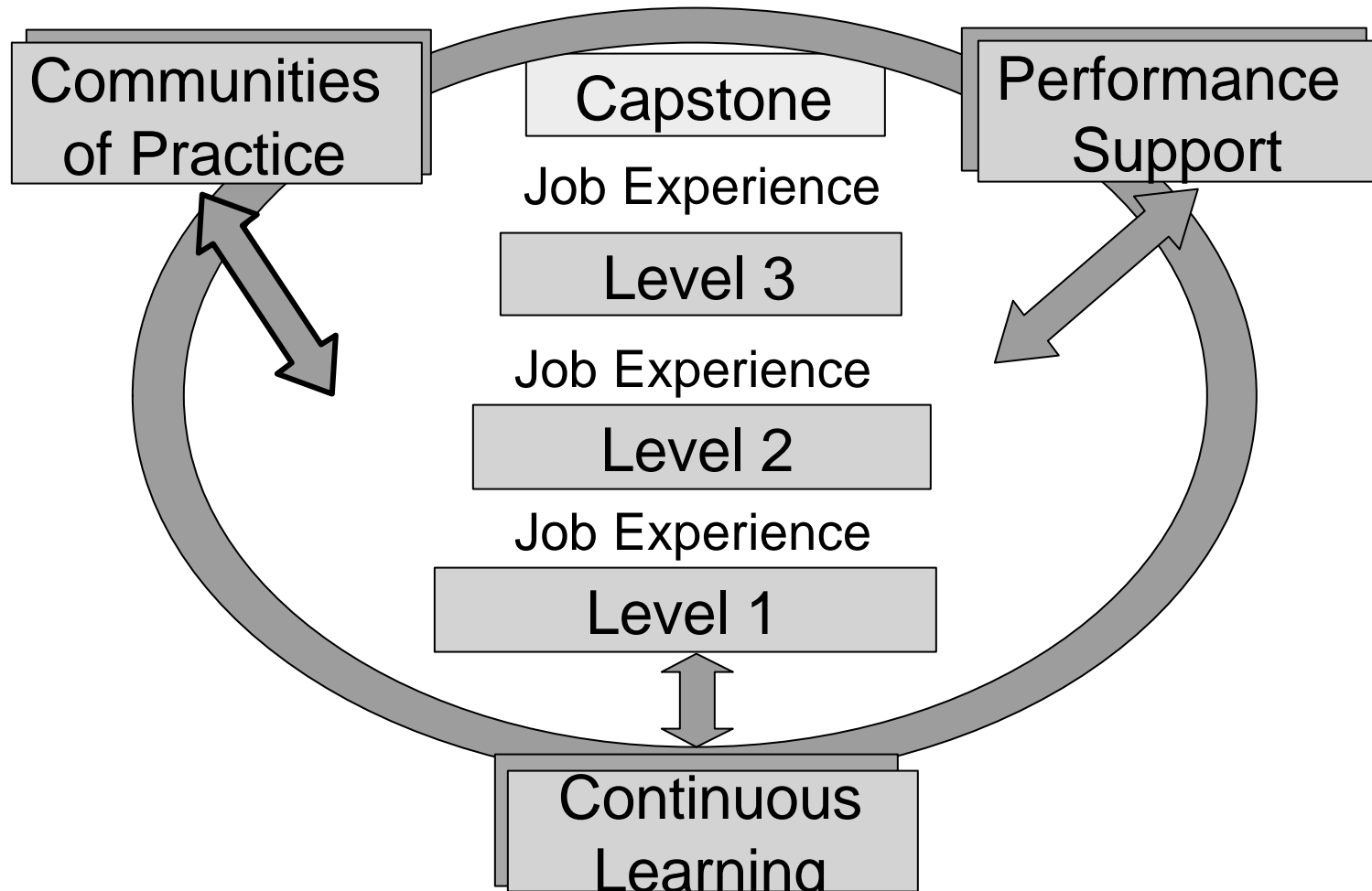
# Balancing Cost, Time, and Quality



- Cost of training (\$\$)
- Cost of being away from workplace (time)
- Ensuring high quality, effective learning experience

# New Learning Construct

## Modernizing Acquisition Training -- PLM



# **Modernizing Acquisition Training -- PLM**

- Functional Stall Course Update
- Resident/e-learning Training Mix
- Case-Based Level III Training
- Communities of Practice
- Cost/Quality Effectiveness Model
- Assessment Construct
- Communication Matrix

# DAU Distance Learning Deployment

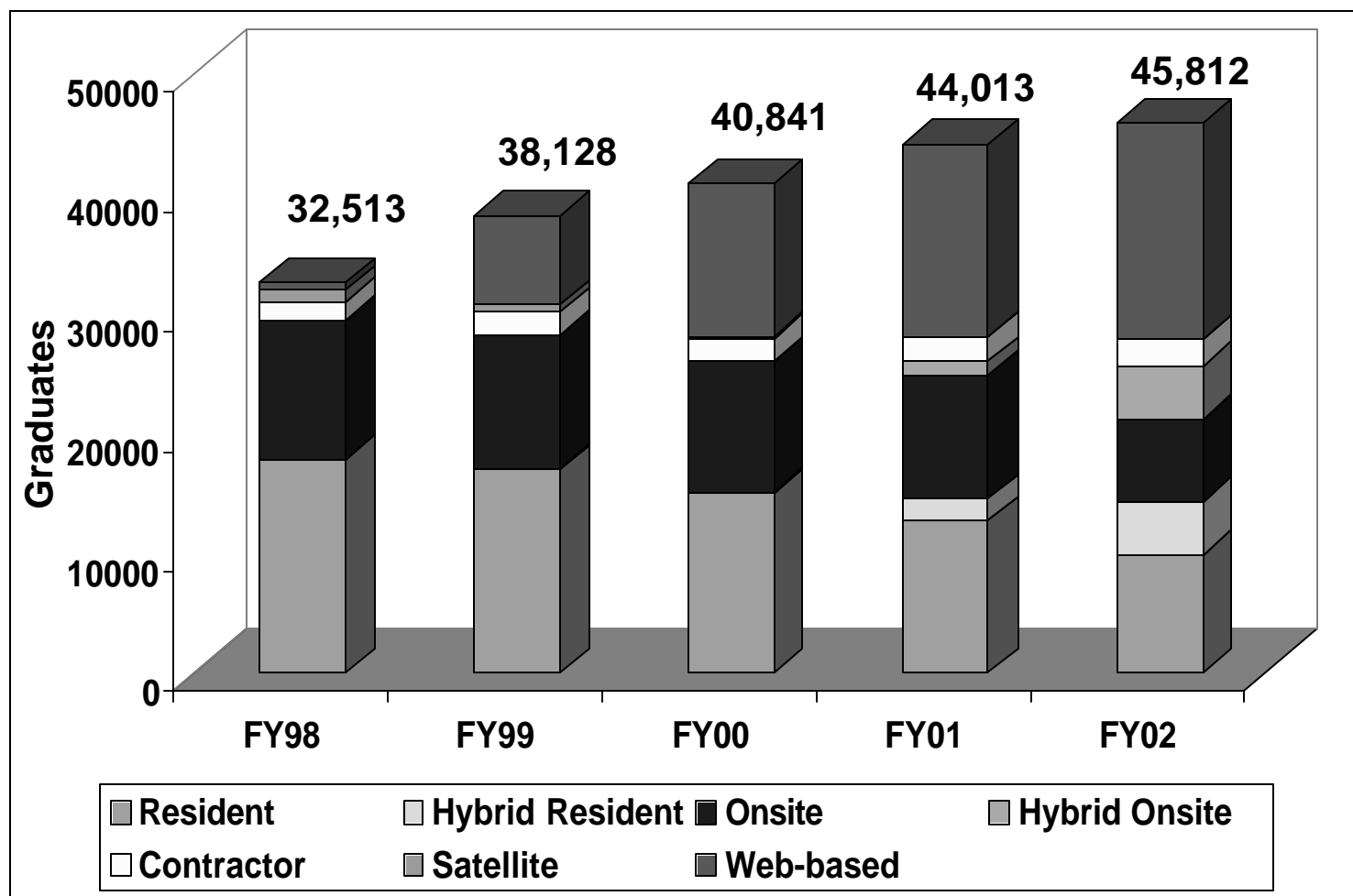
	Course Title	FY98	FY99	FY00	FY01	FY02
BCF 211A	Acquisition Business Management	X				
CON 237	Simplified Acquisition Procedures	X				
LOG 101	Acquisition Logistics Fundamentals		X			
BCF 102	Fundamentals of Earned Value Mgt		X			
ACQ 101	Fundamentals of Systems Acq Mgt		X			
SAM 101	Basic Software Acquisition Mgt		X			
IRM 101	Basic Information Systems Acquisition		X			
PMT 250	Program Management Tools Course				X	
PQM 101	Prod and Quality Mgt Fundamentals				X	
PQM 201	Intermediate Prod and Quality Mgt				X	
LOG 203	Reliability and Maintainability				O	
TST 101	Intro to Acq Workforce Test and Eval				X	
SYS 201	Intermediate Systems Planning, RD&E				O	
CON 101	Basics of Contracting				O	
CON 104	Principles of Contract Pricing				O	
ACQ 201	Intermediate Systems Acquisition				O	
BCF 103	Fundamentals of Business Financial Management					C
LOG 201	Intermediate Acquisition Logistics					C
LOG 235	Reengineering Product Support					C
SAM 202	Intermediate Software Acquisition Mgt					C
IRM 202	Intermediate Information Sys Acquisition					C
TST 202	Intermediate Test and Evaluation					C

C = Candidate    X = Deployed    O = To Be Deployed













# DAU Graduates

(FY01-02 are projected)



# Fast-Track 1 Initiatives (FT1)

As of March 7, 2001

Assessment		Assessment	
1. HQ DAU/DSMC Consolidation OPR: Mr. Anderson	* 	6. Enhanced Faculty Development and Currency OPR: Mr. Dick Graham	* 
2. Reengineer PM Training & Focus OPR: Dr. Bob Ainsley		7. Change Management Center Infrastructure Lead OPR: Mr. Bill Erie	* 
3. Cased-based Critical Thinking Training Environment OPR: Dr. Bob Ainsley		8. Reassess Budget Priorities and Alignment OPR: Mr. Joe Wargo	* 
4. FIPT/OIPT Jump Start OPR: Mr. Rich Reed		9. Proactive Support of 5000 Changes OPR: Mr. Chuck Cochrane	
5. Knowledge Management Alignment and Focus OPR: Dr. Craig Lush	* 	10. Strategic Alliance Initiative OPR: Mr. Anderson	* 

\* RIT Recommendations

Legend

Green: On Track

Yellow: In -work

Red: At Risk

Blue: Finished

# Fast-Track 2 Initiatives (FT2)

As of March 7, 2001

Assessment		Assessment	
1. DAU Organizational Study and Alignment OPR: Col McNally	G	6. Define and Establish Consensus on DAU e-learning Strategy OPR: Dr. Bob Ainsley	Y/G
2. DAU Core Processes OPR: Mr. Rich Reed/All	G	7. Establish and Execute the CBE Initiative OPR: Mr. Bill Erie	Y/G
3. DAU Faculty Workload Model and Accounting Process OPR: Mr. Rich Reed/Jerry Guiton	Y/G	8. Reengineer Contracting Functional Stall OPR: Mr. Gary Shafovaloff	Y/G
4. DAU Cost Management OPR: Mr. Jerry Guiton	Y/G	9. Expand Consulting/Performance Support OPR: Mr. Andy Zaleski	G
5. DAU Metrics and Training Assessment OPR: Mr. Andy Zaleski (Metrics) OPR: Dr. Bob Ainsley (Trng Assessment)	Y/G	10. DAU Course Equivalency OPR: Col. McNally	Y

Legend

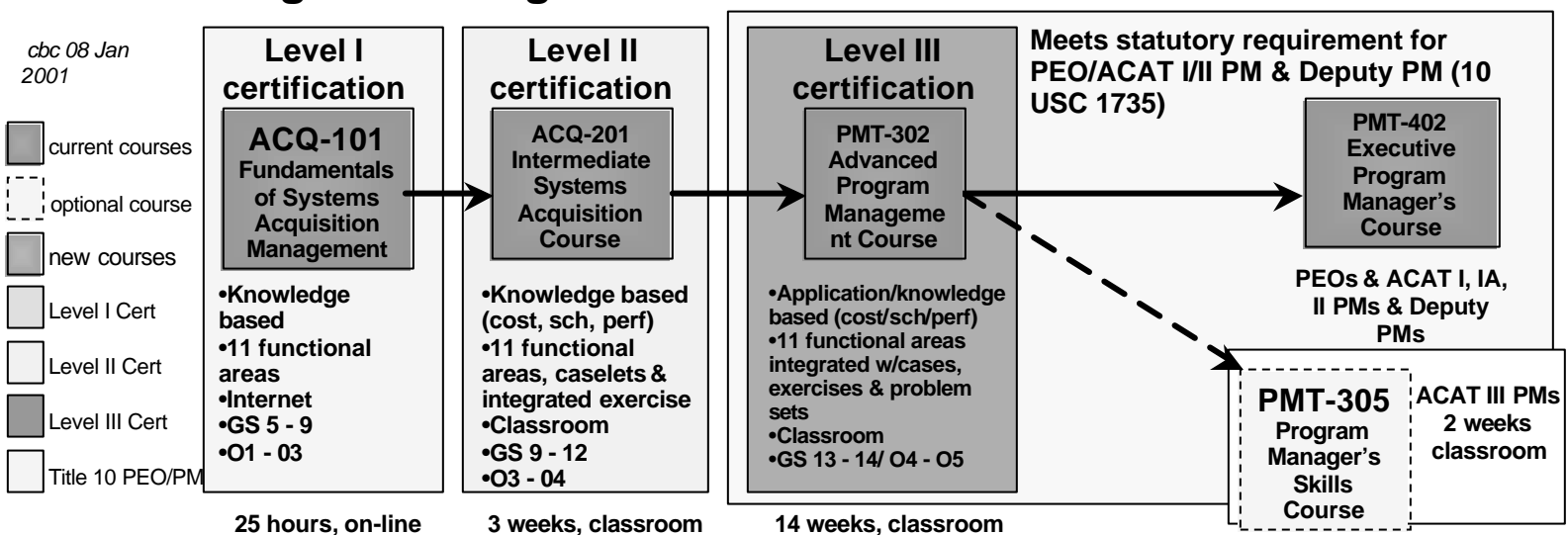
Green: On Track

Yellow: In -work

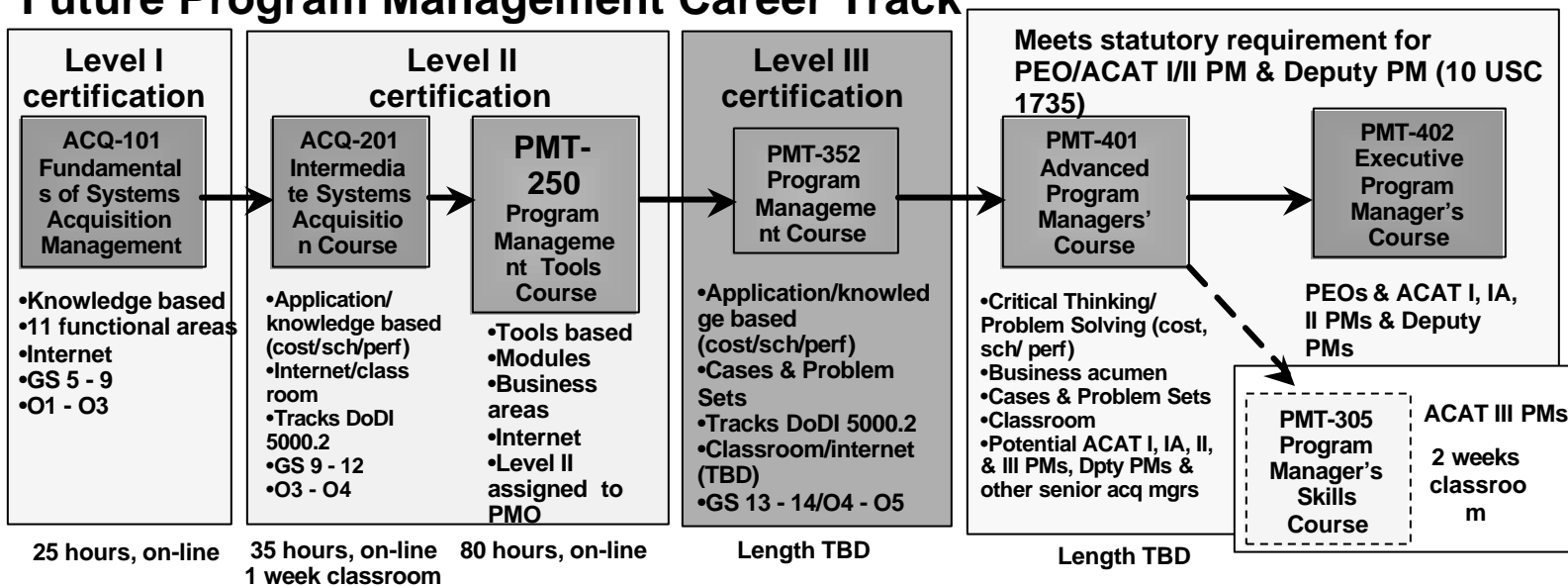
Red: At Risk

Blue: Finished

## Current Program Management Career Track



## Future Program Management Career Track





# Restructured ACQ/PMT Courses



“Resident Training Weeks / (Total Course Hours)”

COURSE	<i>Before</i>			<i>After</i>		
	NO. WEEKS	ANNUAL GRADS	TOTAL RESIDENT TRAINING WEEKS	NO. WEEKS	ANNUAL GRADS	TOTAL RESIDENT TRAINING WEEKS
ACQ 101	2	3,000	6,000	0 (25)	9,000+	0
ACQ 201	3	5,000	15,000	1 (35)	5,000	5,000
PMT 250	-	-	-	0 (80)	720	0
PMT 302	14	1080	15,120	-	-	-
PMT 352	-	-	-	4 (320)*	720	2,880
Level III PM Certification	19	-	36,120	5 (460)		7,880
PMT 401				10	180	1,800
PMT 402	4	120	480	4	120	480
Total Through PM	23		36,600	19(460)***		10,160

\* (Proposed Concept)

\*\* (With PMT402)

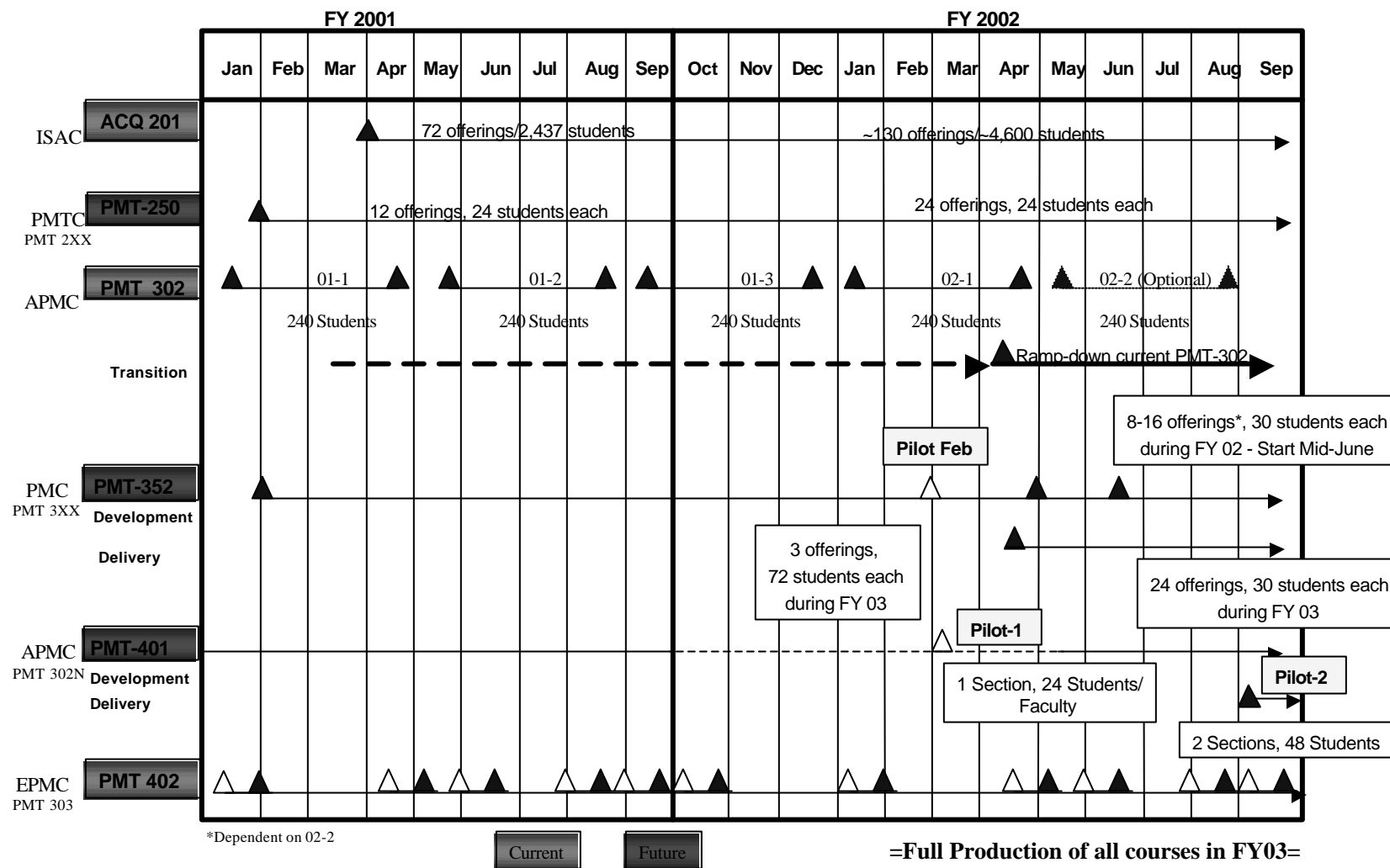
\*\*\* (With PMT401/402)

DL/Re-Structure provides ~ 300 work years back to the workforce annually

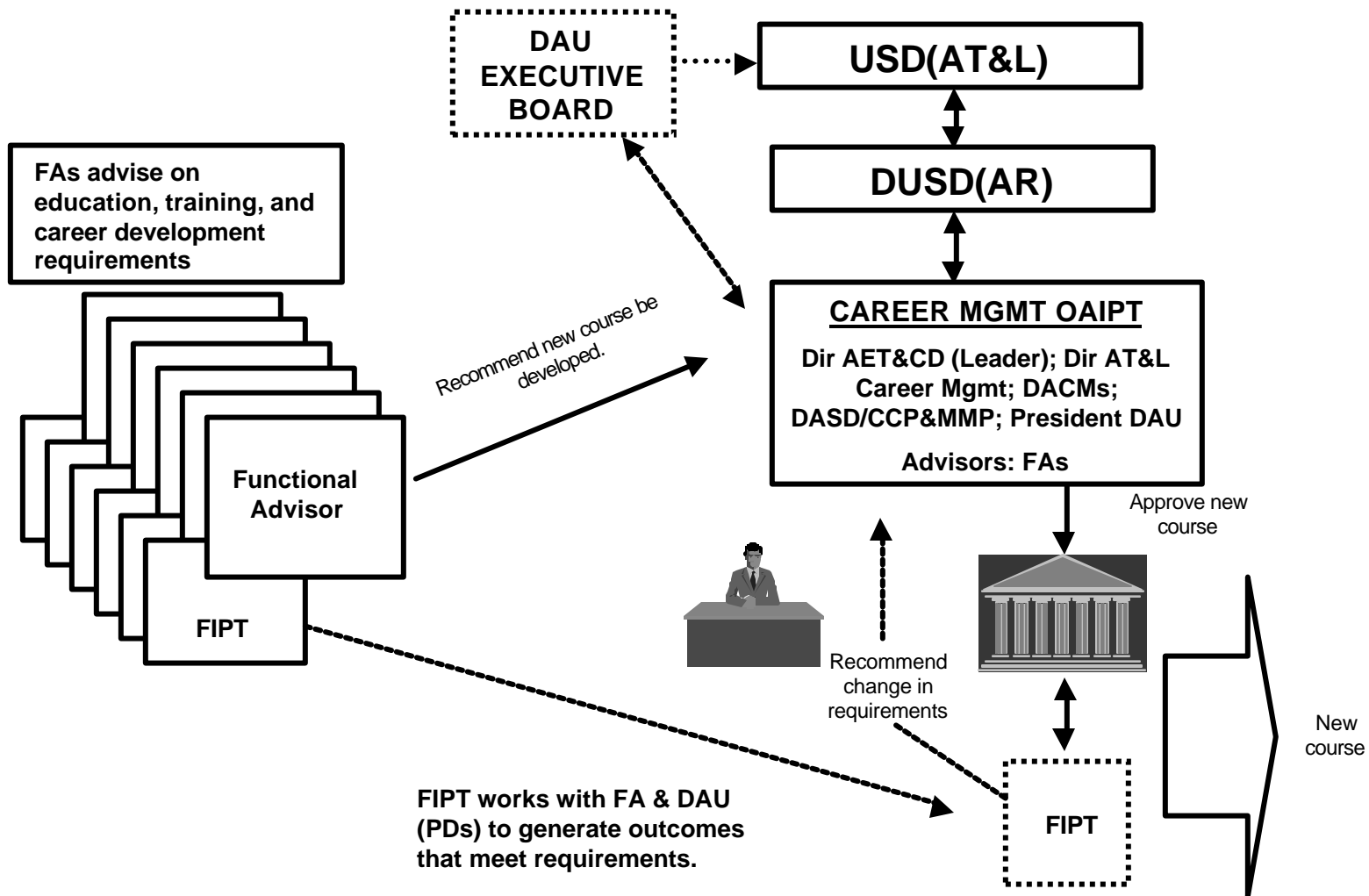


# New PM Courses, FY 2001-2002

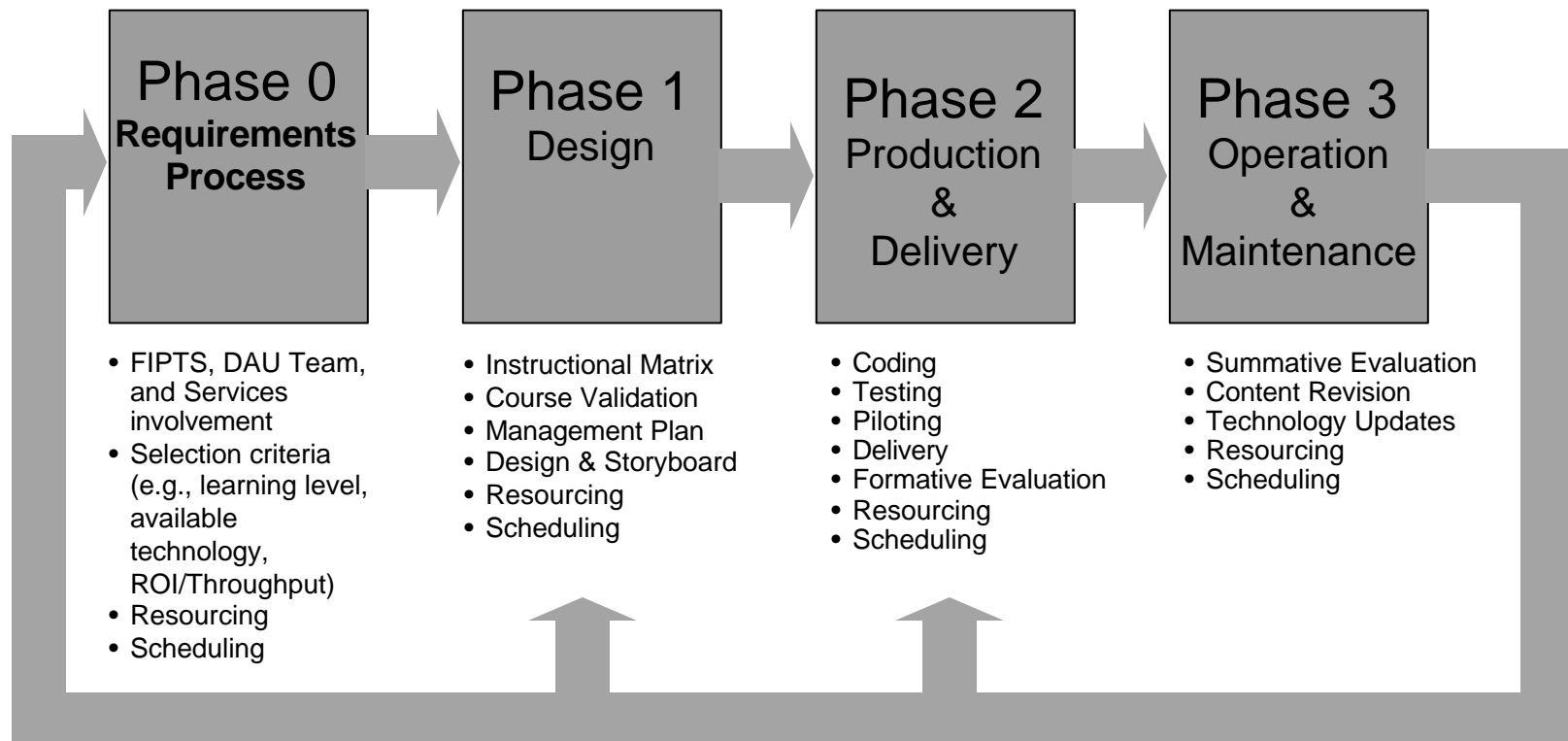
March 7, 01



# DOD REQUIREMENTS PROCESS



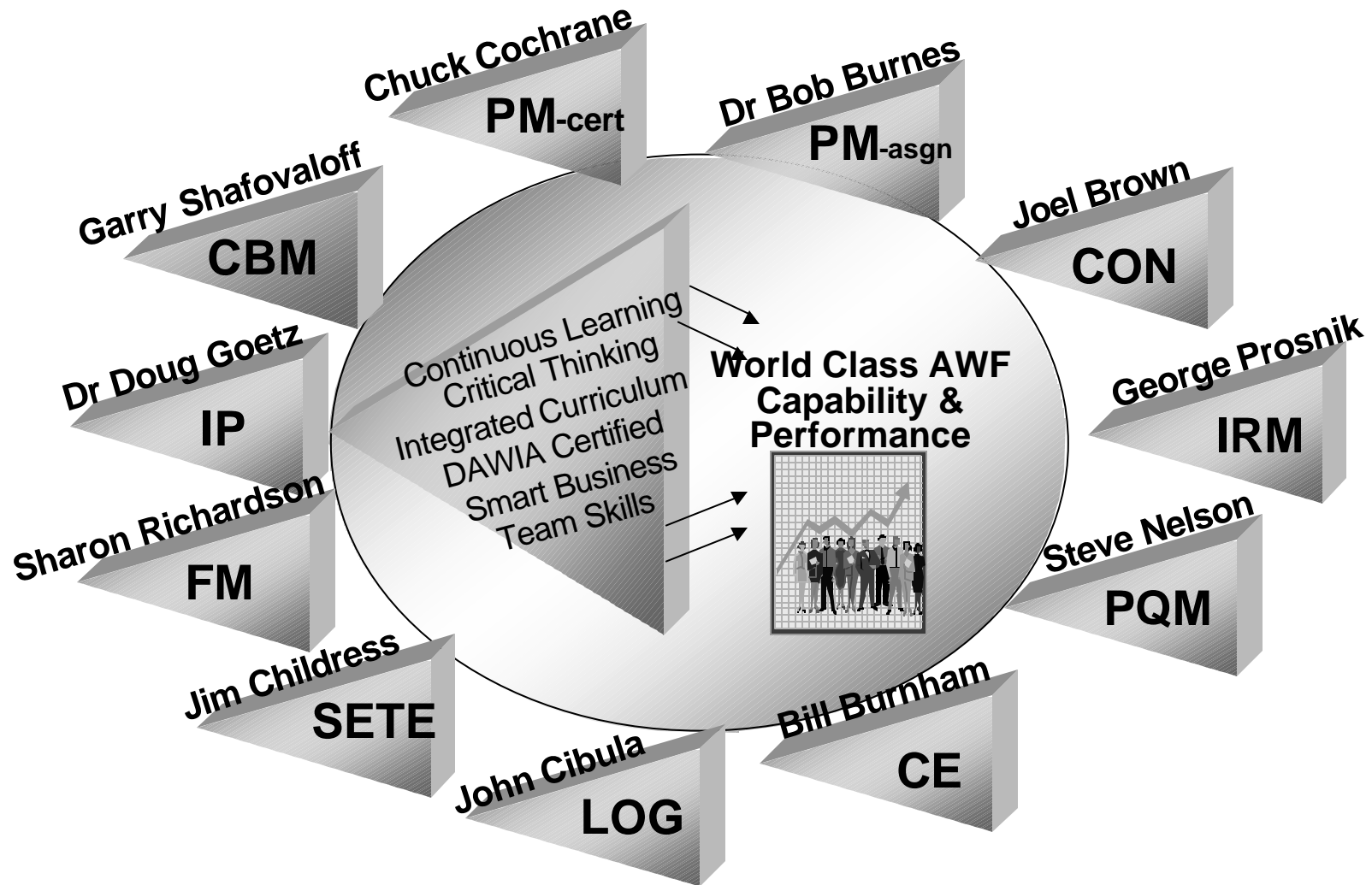
# Phased-Modular Approach



# DAU Program Directors Team

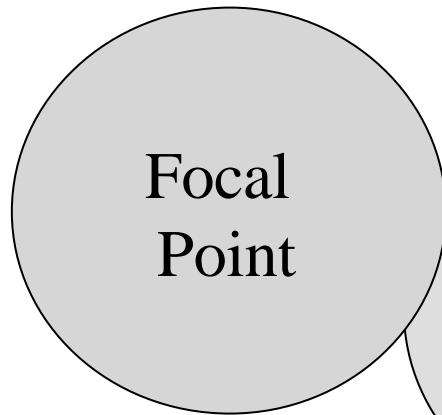


*A virtual team achieving full integration of all learning products and services*



# Program Directors

## Responsibilities



Focal  
Point

Course  
Content &  
Feedback

Course  
Development  
& Revision

### **Communication Between & Among**

- ▶ Course Managers
- ▶ FIPT
- ▶ Provost
- ▶ Campus Deans
- ▶ Ed Specialist

### **Curriculum Content**

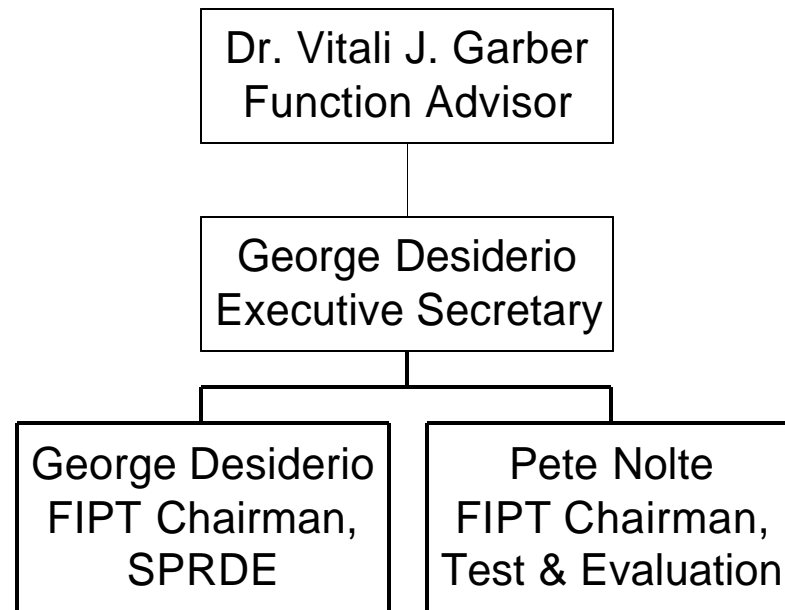
- ▶ Currency
- ▶ Overlap
- ▶ Integration Within &  
Across *All* Functional  
Areas

### **Identify & Coordinate**

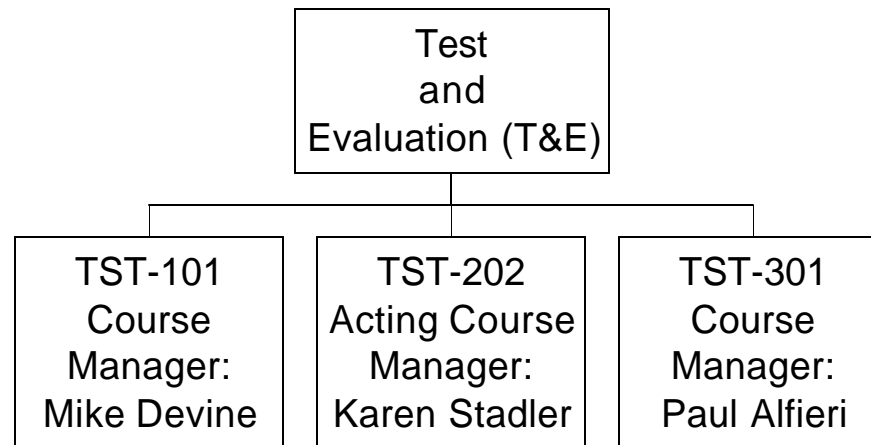
- ▶ Requirements
- ▶ Resource & Budget Inputs

# TECHNICAL MANAGEMENT FUNCTIONAL AREA

## STRUCTURE



# T&E CURRICULUM



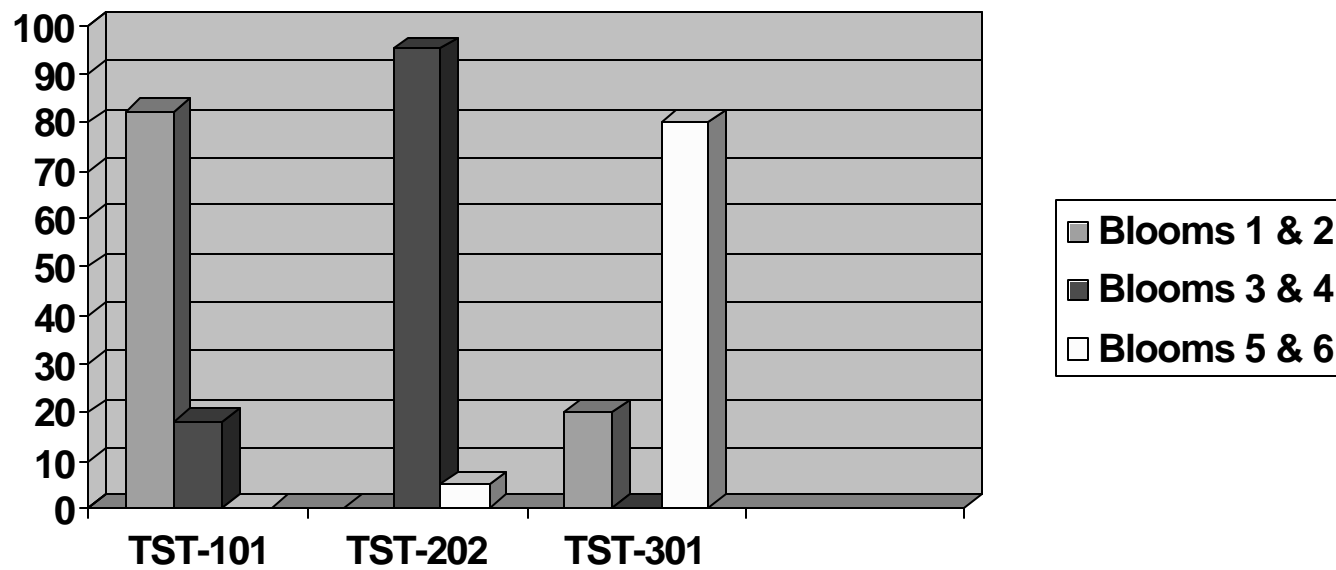


# T&E CURRICULUM

- TST-101 ON LINE AND GOING GOOD
- TST-202 UNDER REVISION\*
- TST-301 NEEDS MINOR TWEEKING

\* Bringing into conformance with DAU Fast Track Initiatives

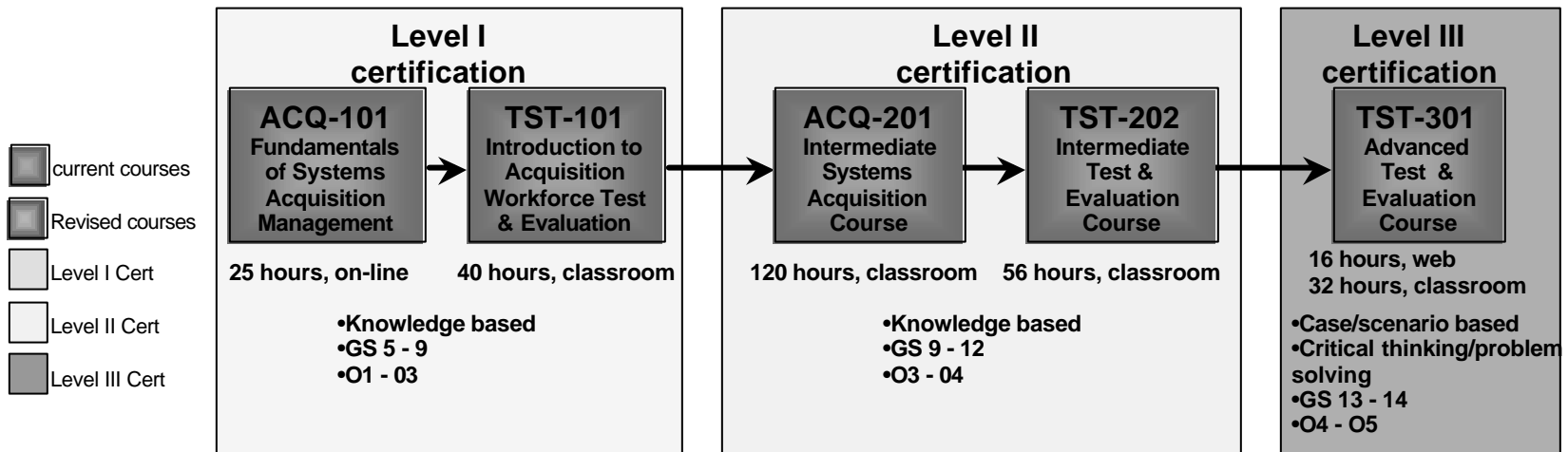
# Appropriateness – T&E



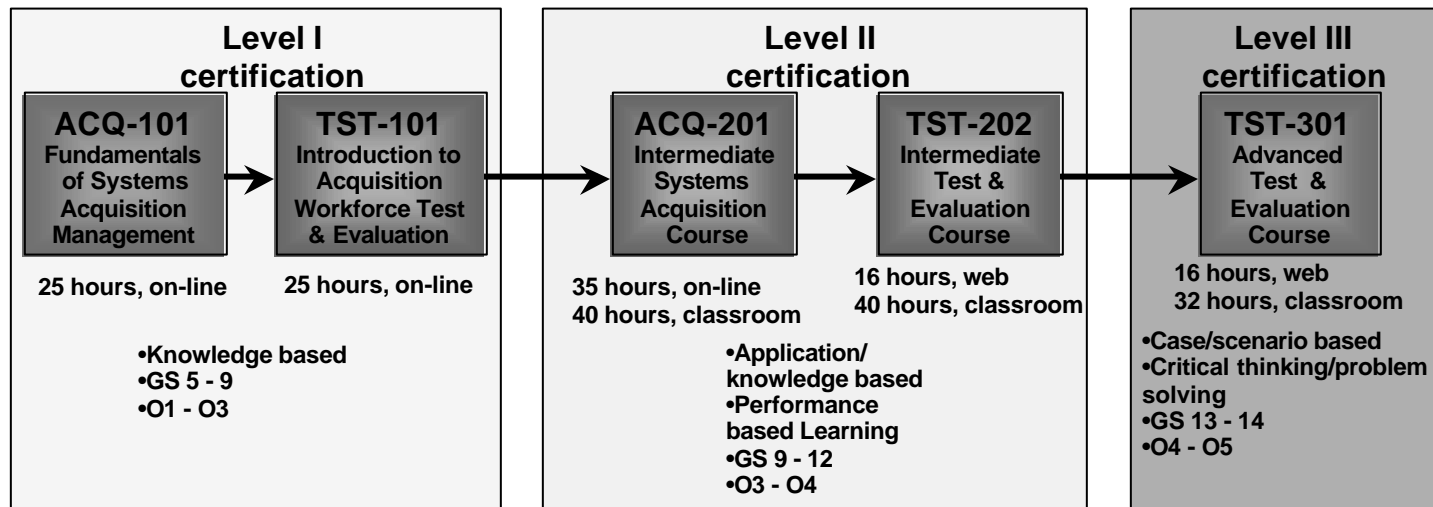
# TST-202 STRUCTURE

- **Web Based Assignments**
  - **Lesson Materials Provided to Students via Web**
  - **Students are Required to Review Material and Prepare/Submit Assignments/Assessments**
  - **Students Must Complete All Assignments Before Attending Class Portion**
- **One Week In-Class**
  - **Case Based Learning**
  - **Specialized Instruction**

## Current Test & Evaluation Career Track



## Future Test & Evaluation Career Track



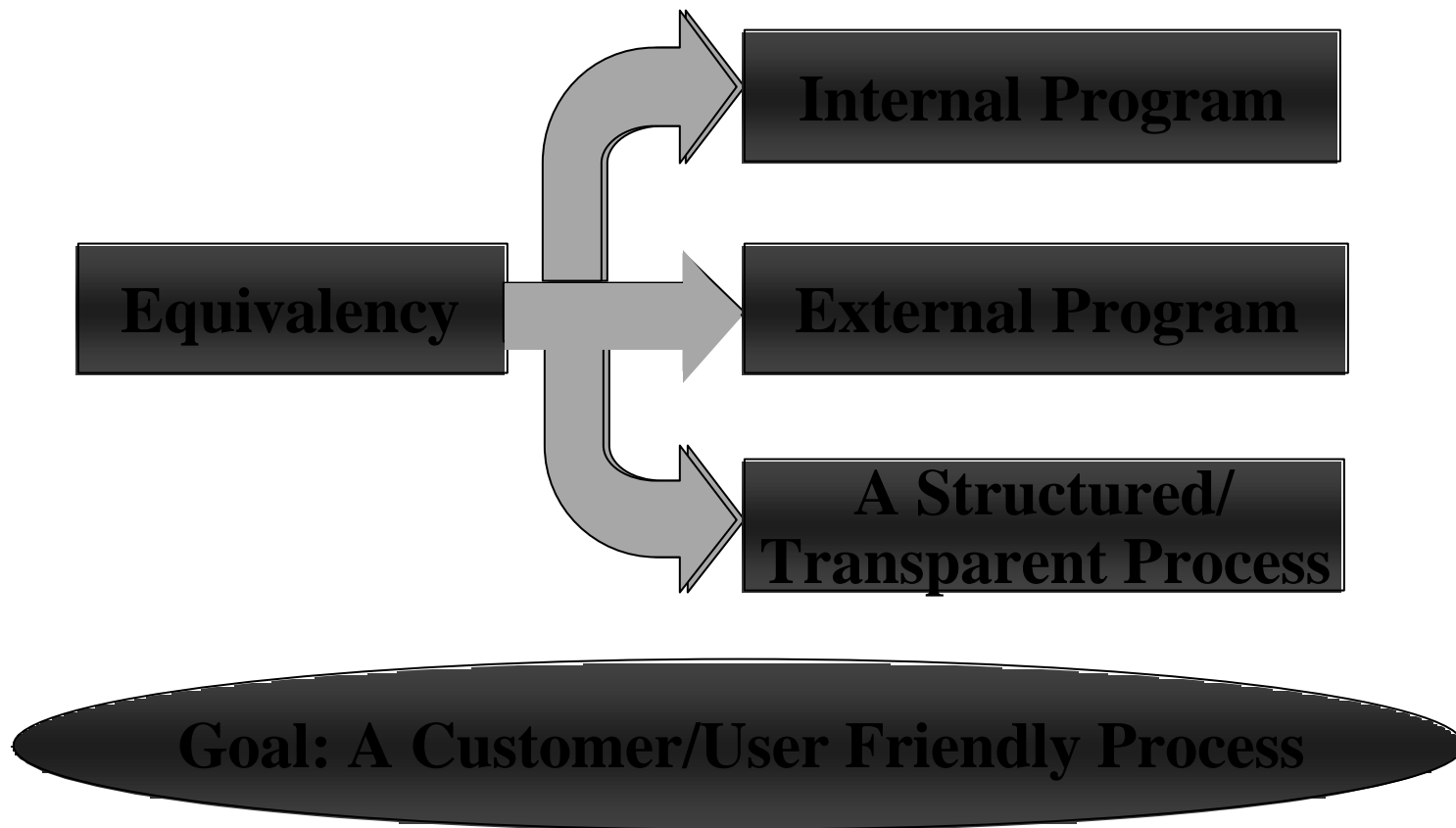
# Restructured T&E Courses

“Resident Training Weeks / (Total Course Hours)”

COURSE	<i>Before</i>			<i>Notional After</i>		
	RES. WEEKS (Course Hrs)	ANNUAL GRADS	TOTAL RESIDENT TRAINING WEEKS	RES. WEEKS (Course Hrs)	ANNUAL GRADS	TOTAL RESIDENT TRAINING WEEKS
TST 101	1.0 (40)	1,008	1,008	0.0 (25)	1,008+	0
TST 201 web	-	-	-	0.0 (16)	-	-
TST 201	1.4 (56)	479	670	1.0 (40)	479	479
TST 301 web	0.0 (16)	-	-	0.0 (16)	-	-
TST 301	0.8 (32)	474	380	0.8 (32)	474	380
Level III T&E Certification	3.2 (144)	1961	2,058	1.8 (129)	1961	859

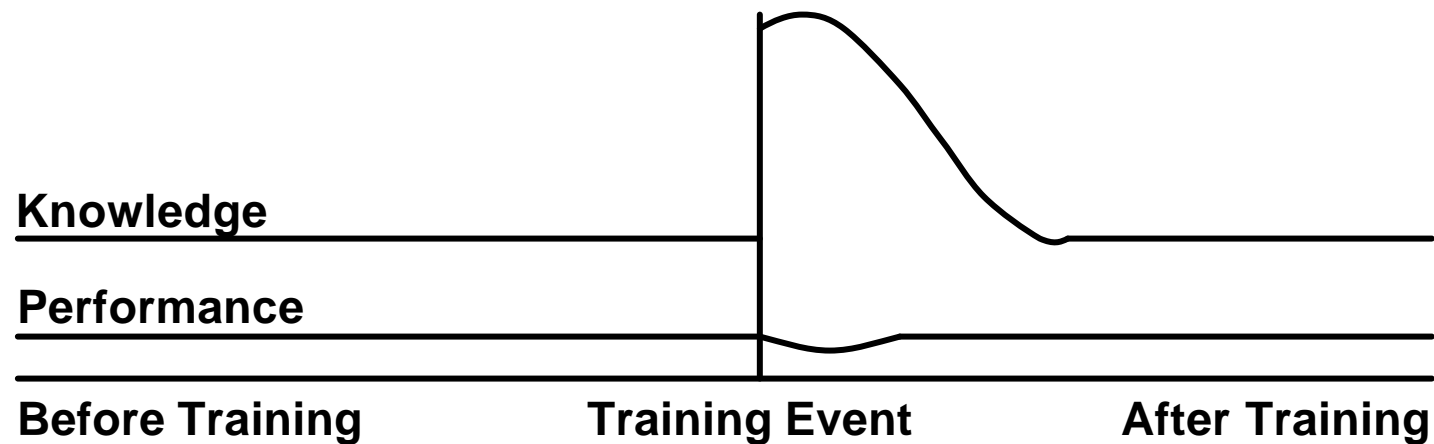
DL/Re-Structure provides ~ 8.7 work years back to the workforce annually

# DAU EQUIVALENCY PROGRAM

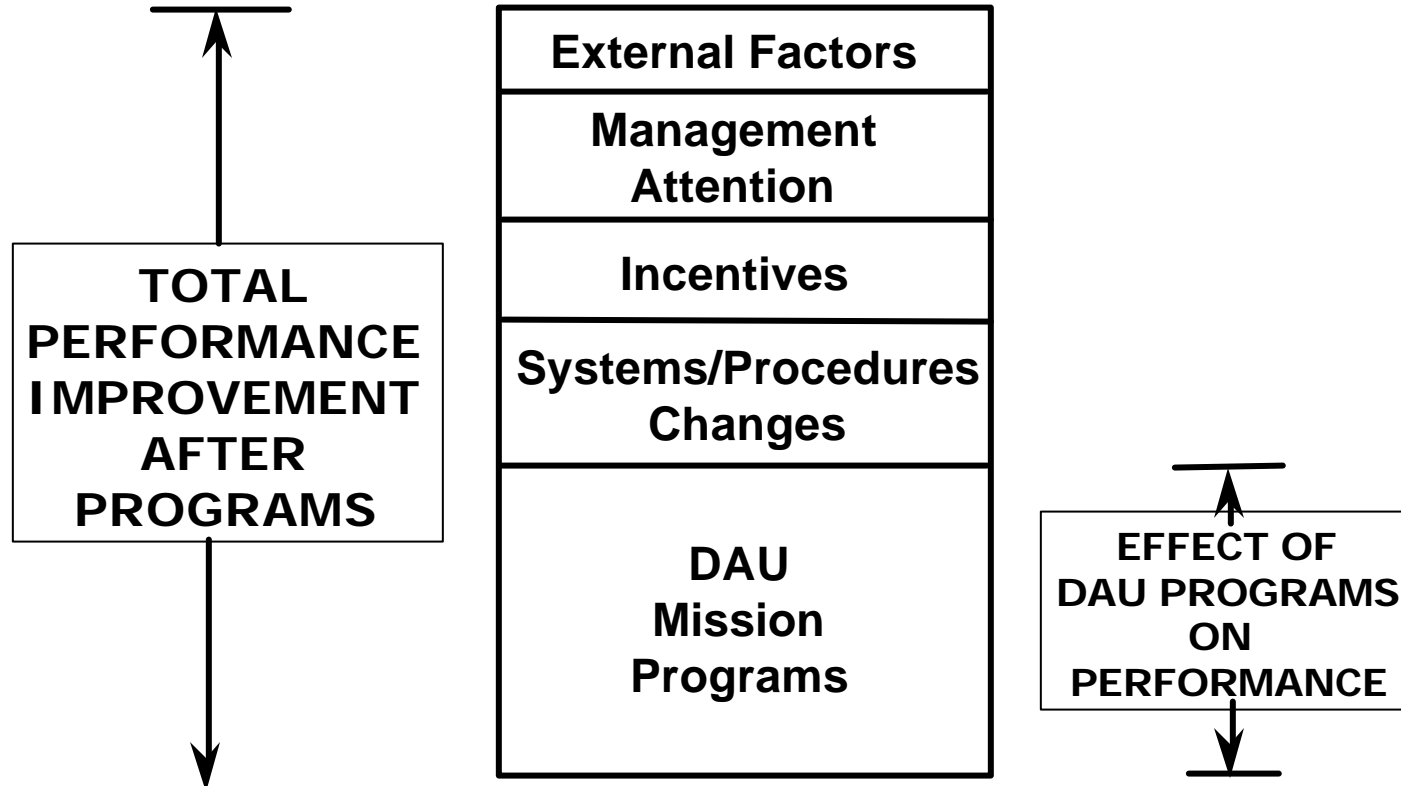


# What Do We Know About Performance Improvement?

Training alone does not result in significant performance improvement.

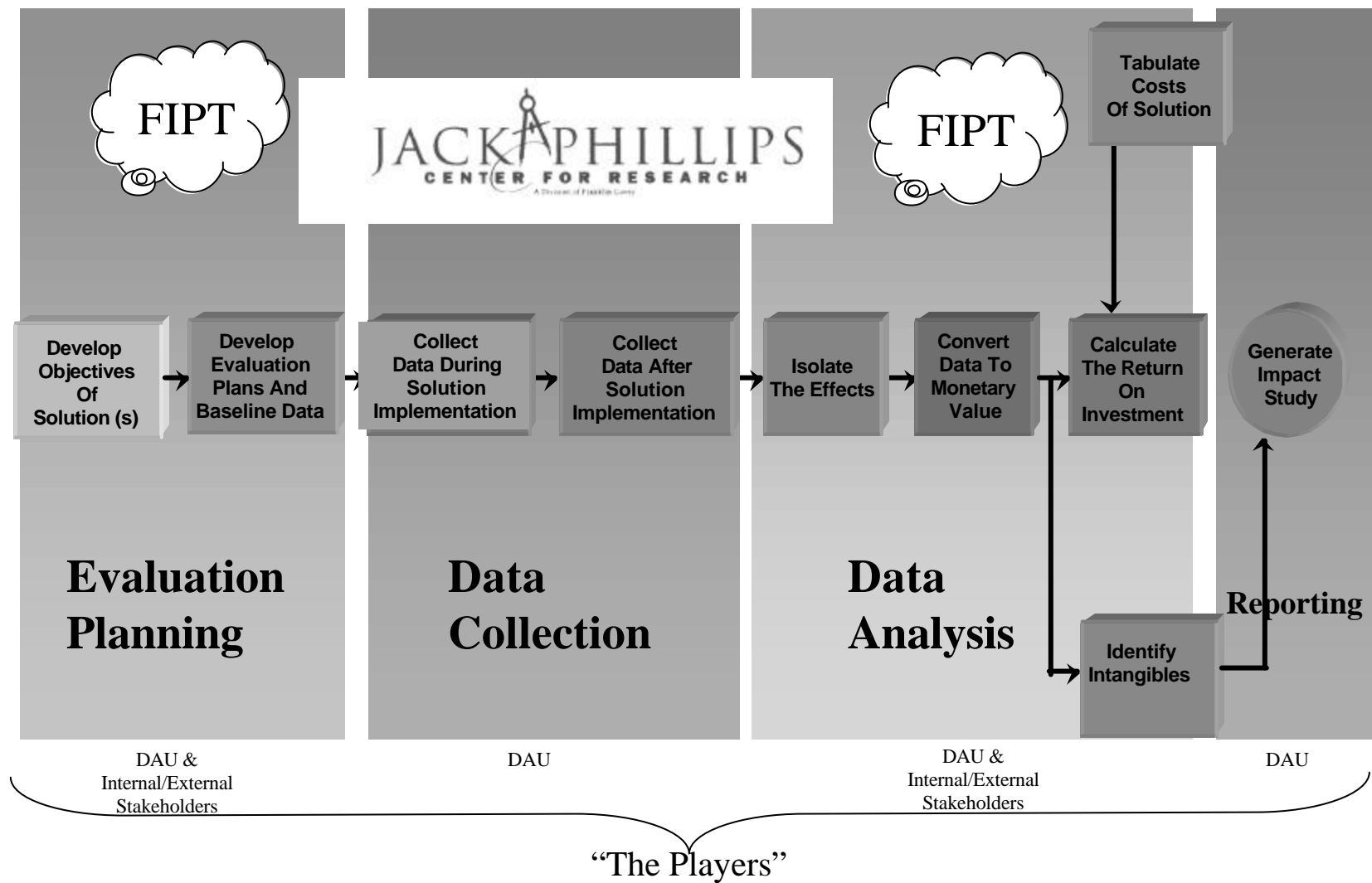


*Several Factors Contribute to Performance in the Acquisition Management Community*





# The ROI Process™ & The DAU Missions



## *An evaluation framework encompasses all levels*

- **Reaction & Planned Action**

- **Learning**

- **Job Applications**

- **Business Results**

- **Return on Investment**

- **Measures participant satisfaction with the program and captures planned actions.**

- **Measures changes in knowledge, skills, and attitudes.**

- **Measures changes in on-the-job behavior.**

- **Measures changes in business impact variables.**

- **Compares program benefits to the costs.**

## *Comprehensive Evaluation Strategy Targets*



<u><b>Level</b></u>	<u><b>Target*</b></u>
Level 1, Reaction and Planned Action	100%
Level 2, Learning	60%
Level 3, Application	30%
Level 4, Business Impact	10%
Level 5, ROI	5%

*\* Notional percent of DAU mission programs evaluated at this level*

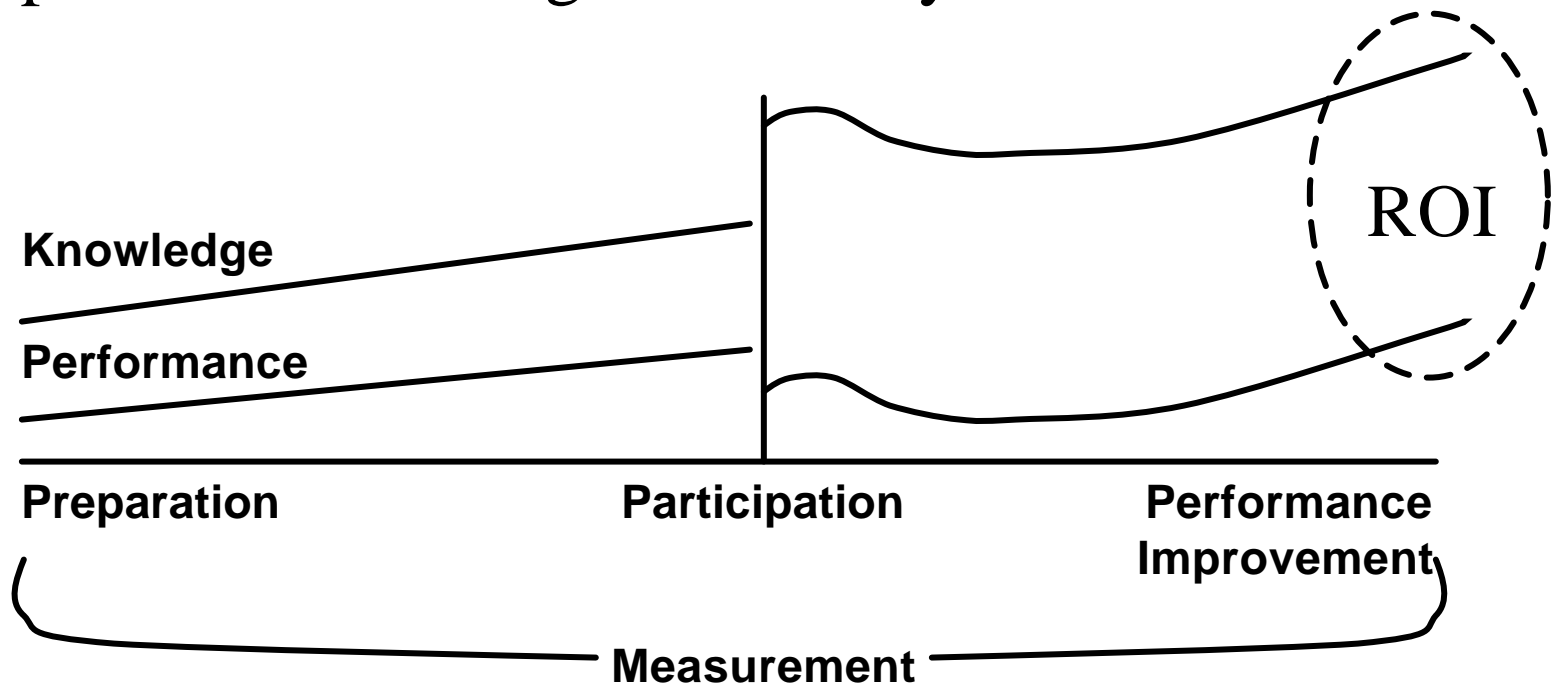
# PM Career Field Curriculum

Learning Programs		Levels of Evaluation				
		Reaction & Planned Action	Learning	Job Application	Business Impact	Return on Investment
Certification Courses	ACQ 101	X	X			
	ACQ 201	X	X			
	PMT 250	X	X	X		
	PMT 352	X	X	X	X	
Assignment Specific Courses	PMT 202	X	X			
	PMT 203	X	X			
	PMT 304	X	X			
	PMT 305	X	X			
	PMT 401	X	X	X	X	X
	PMT 402	X	X	X	X	X
	ACQ 402	X				
	ACQ 403	X				
	ACQ 404	X				
	ACQ 405	X				

**Comprehensive Evaluation Strategy**  
**=SAMPLE=**

# What Do We Know About Performance Improvement?

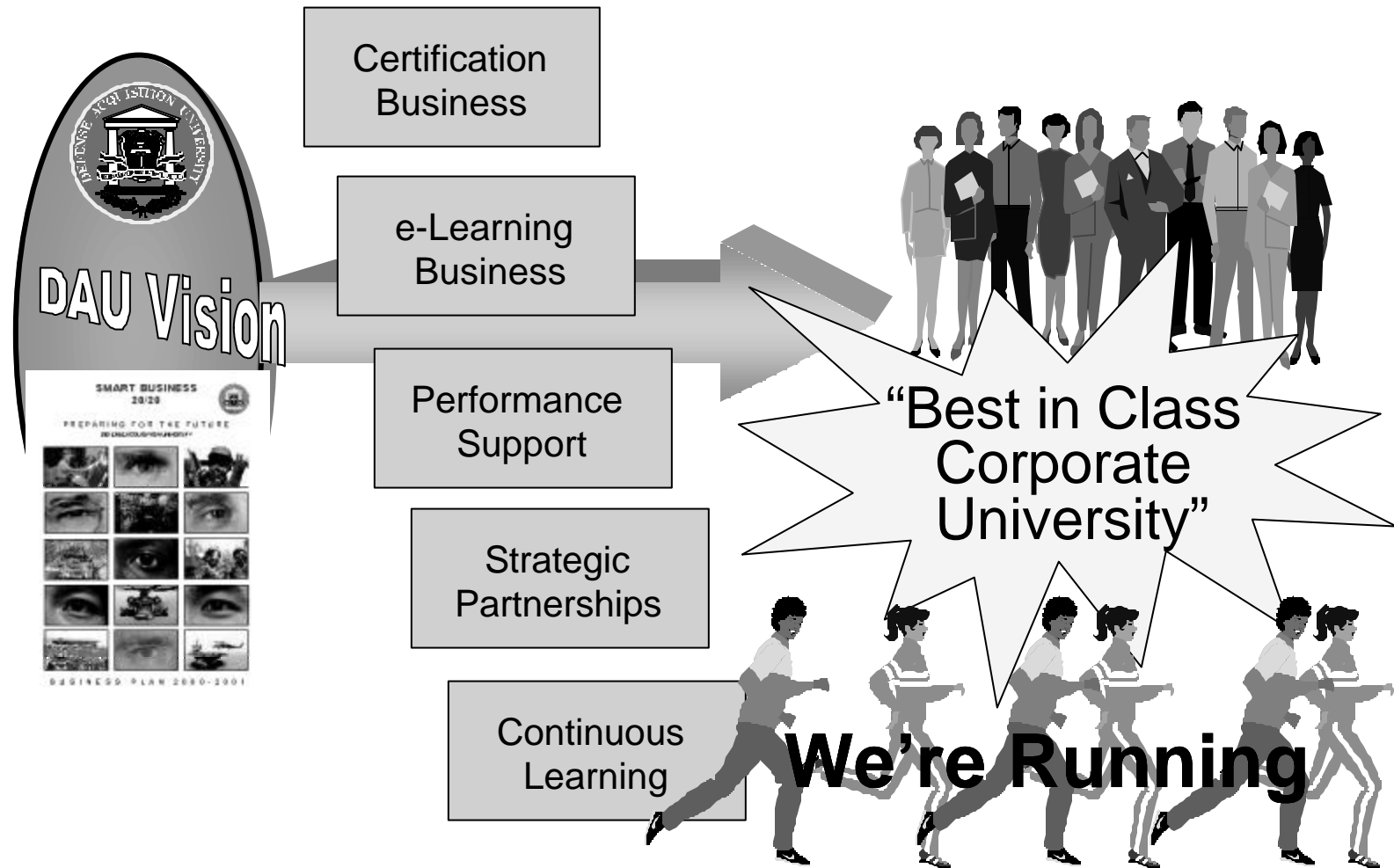
A principle-based process DOES increase performance in significant ways.



# What does it all mean...

## What's the end state?

SB 20/20



BACKUPS

# DAU Executive Board

- Advises USD(AT&L) Regarding DAWIA and Acquisition Education & Training
- Recommends Policy for Education, Training, and Career Development of Workforce
- Reviews DAU Plans, Operations, Accomplishments, and Program Initiatives
- Provides Forum for Achieving Rapid Agreement on New Initiatives
- Serves as Deliberative Body for Acquisition Education & Training Issues
- SAEs, 4th Estate, DAU, BoV, DoD Chancellor and ASD(FMP) are represented



# CAREER MANAGEMENT OVERARCHING INTEGRATED PROCESS TEAM (OAIPT)

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Purpose: To provide coordinated advice to the USD(AT&L) on policies and programs supporting execution of statutory requirements by furnishing a forum for the vetting and consideration of stakeholder interests regarding the education, training, rotational experience, and career development of the workforce.

Activities:

- Assists in formulating policy
- Reviews career development proposals and recommendations
- Performs oversight of the execution of DoDI 5000.58 and assures uniform implementation
- Recommends reconciliation of competing requirements
- Reviews recommended changes to requirements proposed by FIPT during course development

# DIRECTOR, ACQUISITION EDUCATION, TRAINING & CAREER DEVELOPMENT (AET&CD)

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Administers DoD Acquisition Career Development Program:

- Establishes and publishes experience, education, and training standards for each acquisition career field in conjunction with the DoD Components, the Directors Acquisition Career Management (DACMs) and with the advice of the DoD functional advisors
- Identifies and publishes career paths in terms of assignments, experience, education, and training

*Source: "Acquisition Career Development Program," DoD 5000.52M 11/22/95*

# FUNCTIONAL ADVISOR (FA)

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- Principal advisor to the USD(AT&L) on workforce career development matters in his/her functional area
- Represents all personnel in his/her functional area, both HQ and field
- Major determiner of career development policies and programs for the workforce now and in the future
  - Attentive to the pulse of functional area workforce career development needs and trends
  - Draws inputs from current practitioners in the field for development of requirements

# FA RESPONSIBILITIES

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- The DoD proponent for career development requirements for his/her acquisition functional area
- Assists/advises the USD(AT&L) in:
  - Establishment of the acquisition position category description
  - Development of education, training and experience requirements
  - Career field requirements and certification levels

# FA RELATIONSHIPS

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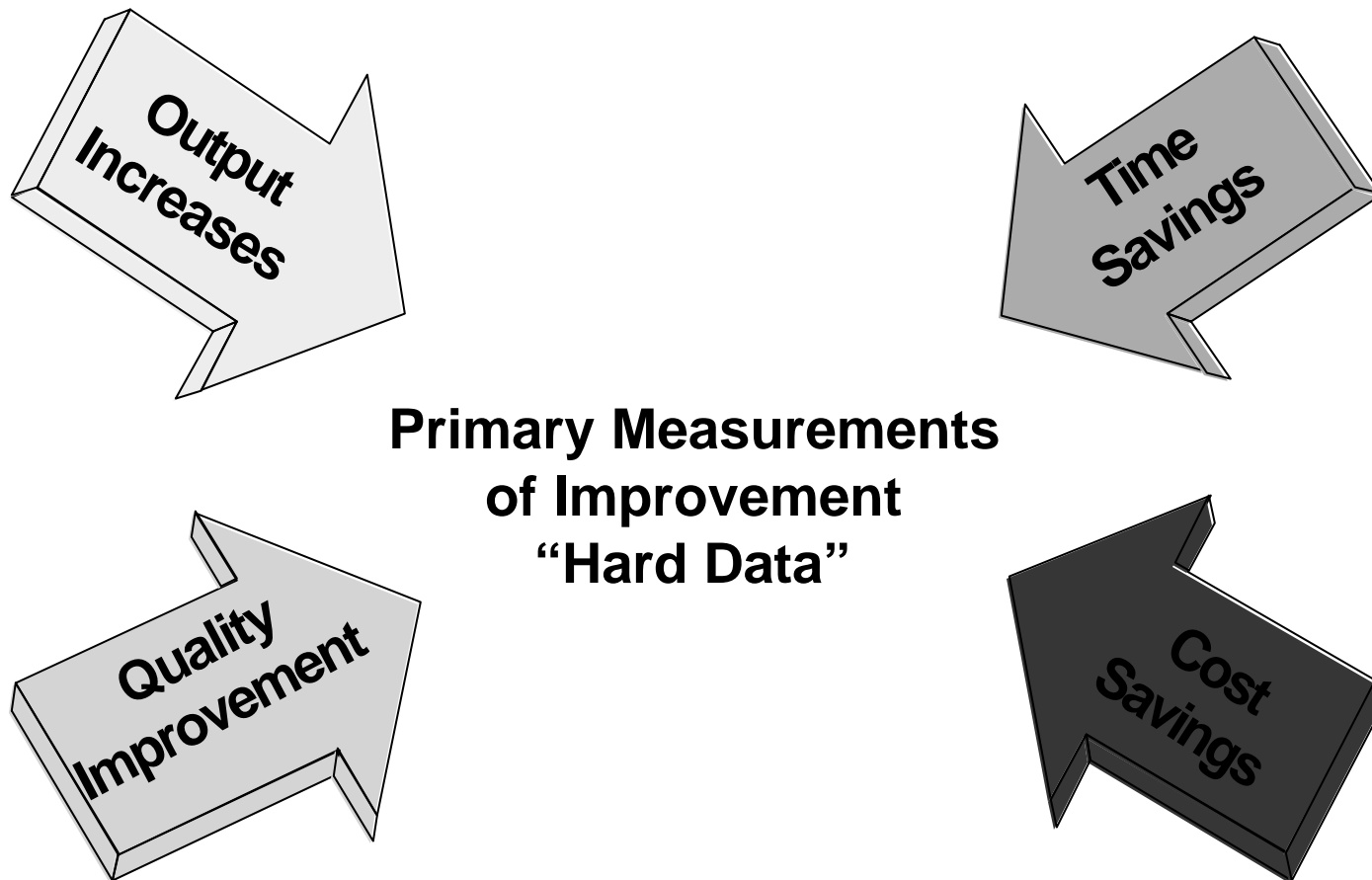
- Works with the Director, AET&CD on career development issues
- Designates the leader of the Functional Integrated Process Team (FIPT) for each career field within functional area
- Convenes working groups as required
  - Seeks advice of senior functional representatives from the Services and 4th Estate
  - Works with the DACMs and President, Defense Acquisition University (DAU) in formulating recommended requirements

# FUNCTIONAL INTEGRATED PROCESS TEAM (FIPT)

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- Responsive to tasking from FA.
- Translates approved education, training, and experience *requirements* into career development program *products*
- The membership of the FIPT will consist of:
  - A leader appointed by the FA.
  - A DACM representative from each Service
  - A functional expert from each Service selected by the Service Acquisition Executive in conjunction with the Service DACM.
  - Functional experts from DoD agencies as determined by the FA.
  - Program Director
- Advisors to the FIPT can be invited on an ad hoc basis depending on the needs of the FIPT.

# The Four Major Categories of Hard Data



# Characteristics of Hard Data

- Objectively based
- Easy to measure and quantify
- Relatively easy to assign monetary values
- Common measures of organizational performance
- Very credible with management



# Examples of Hard Data

## OUTPUT

- Units Produced
- Tons Manufactured
- Items Assembled
- Money Collected
- Items Sold
- Forms Processed
- Loans Approved
- Inventory Turnover
- Patients Visited
- Applications Processed
- Students Graduated
- Tasks Completed
- Output Per Hour
- Productivity
- Work Backlog
- Incentive Bonus
- Shipments
- New Accounts Generated

## TIME

- Equipment Downtime
- Overtime
- On Time Shipments
- Time to Project Completion
- Processing Time
- Supervisory Time
- Break in Time for New Employees
- Training Time
- Meeting Schedules
- Repair Time
- Efficiency
- Work Stoppages
- Order Response
- Late Reporting
- Lost Time Days

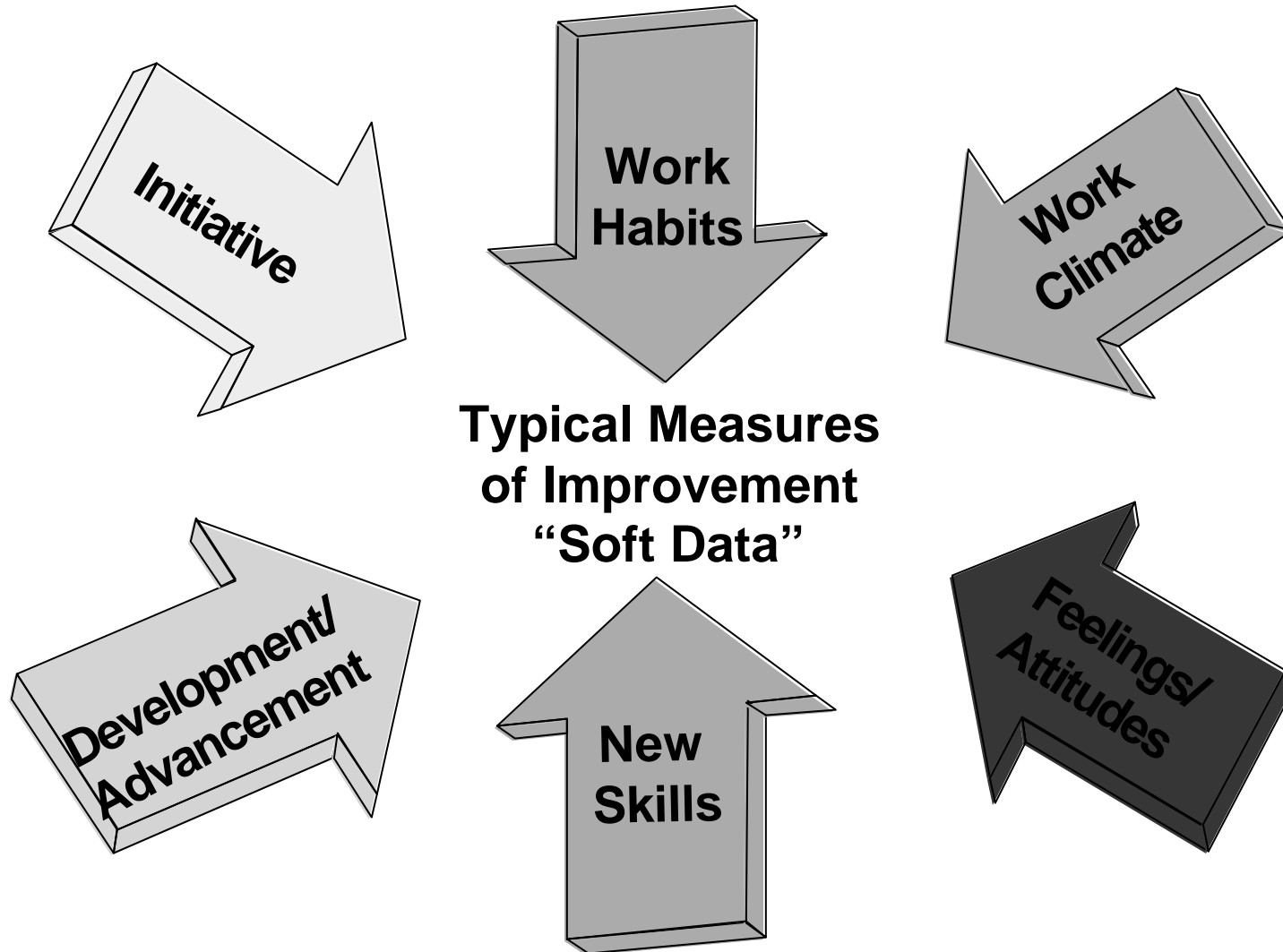
## QUALITY

- Scrap
- Waste
- Rejects
- Error Rates
- Rework
- Shortages
- Product Defects
- Deviation From Standard
- Product Failures
- Inventory Adjustments
- Time Card Corrections
- Percent of Tasks Completed Properly
- Number of Accidents

## COSTS

- Budget Variances
- Unit Costs
- Cost By Account
- Variable Costs
- Fixed Costs
- Overhead Cost
- Operating Costs
- Number of Cost Reductions
- Project Cost Savings
- Accident Costs
- Program Costs
- Sales Expense

# Major Categories of Soft Data



# Characteristics of Soft Data

- Subjectively based in many cases
- Difficult to measure and quantify, directly
- Difficult to assign monetary values
- Less credible as a performance measure
- Usually behaviorally oriented

# Examples of Soft Data

## **WORK HABITS**

- Absenteeism
- Tardiness
- Visits to the Dispensary
- First Aid Treatments
- Violations of Safety Rules
- Number of Communication Break-downs
- Excessive Breaks
- Follow-up

## **WORK CLIMATE**

- Number of Grievances
- Number of Discrimination Charges
- Employee Complaints
- Job Satisfaction
- Employee Turnover
- Litigation

## **FEELINGS/ATTITUDES**

- Favorable Reactions
- Attitude Changes
- Perceptions of Job Responsibilities
- Perceived Changes in Performance
- Employee Loyalty
- Increased Confidence

## **NEW SKILLS**

- Decisions Made
- Problems Solved
- Conflicts Avoided
- Grievances Resolved
- Counseling Problems Solved
- Listening Skills
- Interviewing Skills
- Reading Speed
- Discrimination Charges Resolved
- Intention to Use New Skills
- Frequency of Use of New Skills

## **DEVELOPMENT/ADVANCEMENT**

- Number of Promotions
- Number of Pay Increases
- Number of Training Programs Attended
- Requests for Transfer
- Performance Appraisal Ratings
- Increases in Job Effectiveness

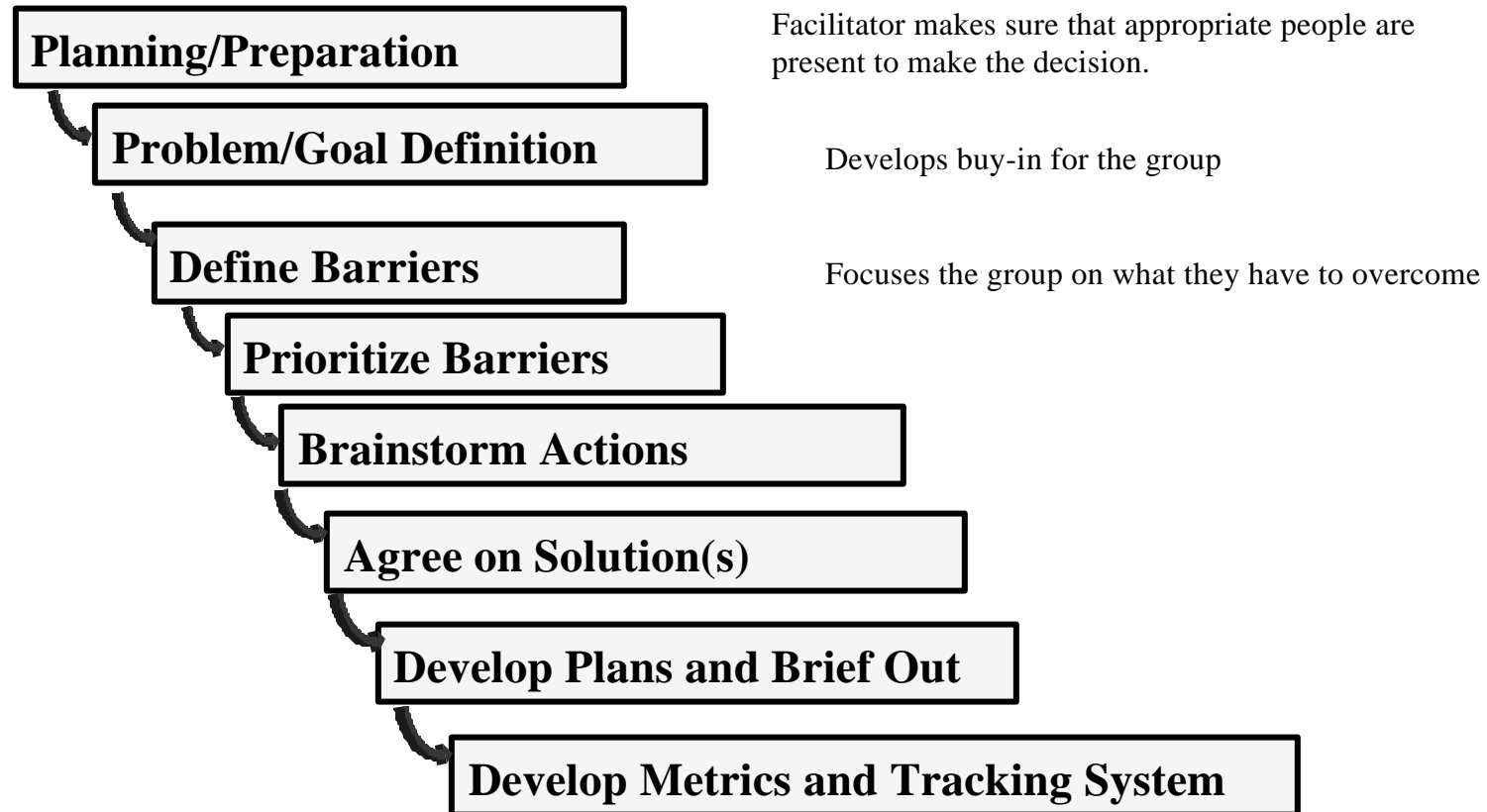
## **INITIATIVE**

- Implementation of New Ideas
- Successful Completion of Projects
- Number of Suggestions Submitted
- Number of Suggestions Implemented
- Work Accomplishment
- Setting Goals and Objectives

# CONSULTING SERVICES

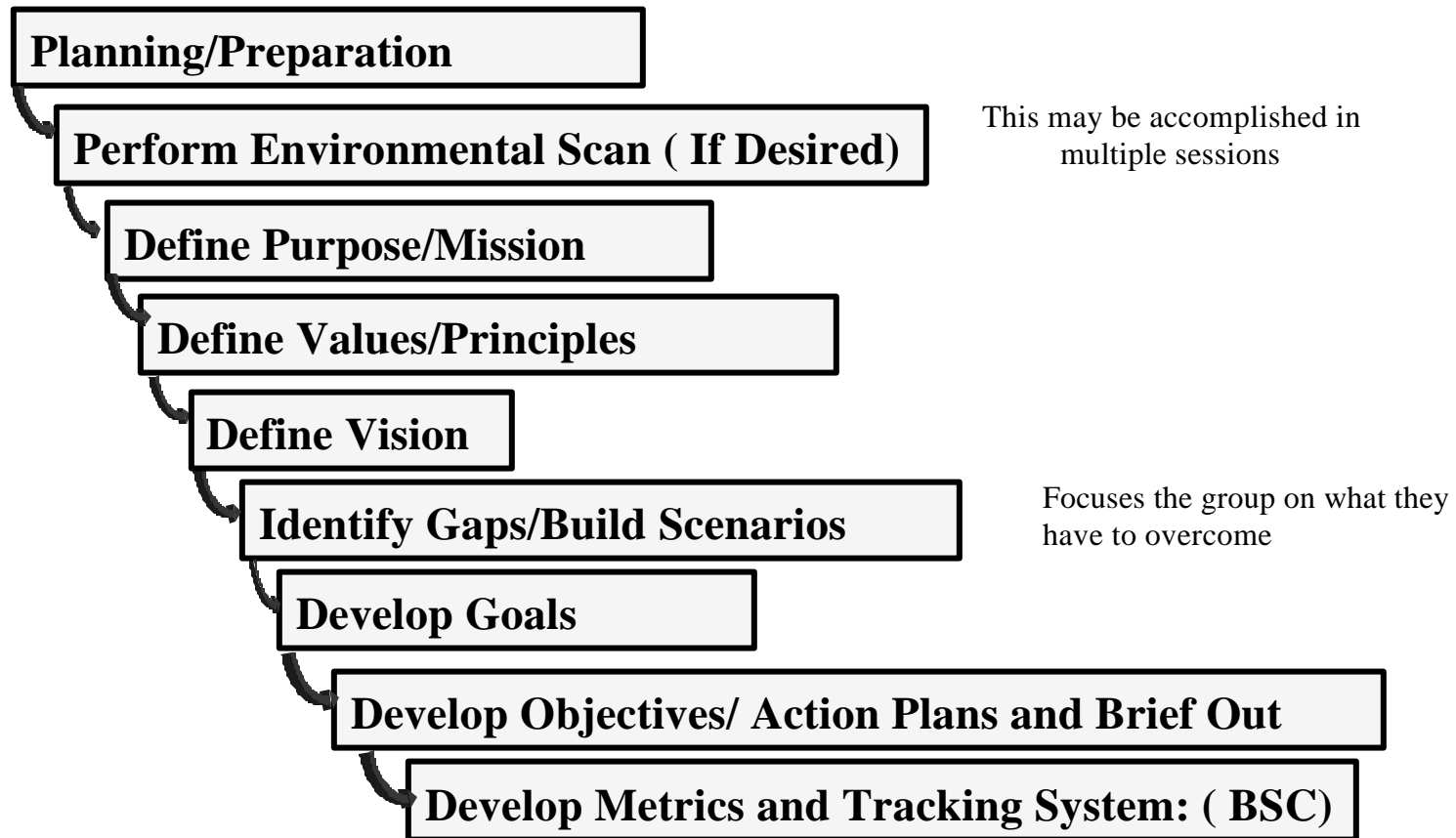
- Process Consulting (Action Consulting)
  - Providing group consulting support through interactive collaboration using electronic tool enhancements where feasible.
- Management Deliberation Center
  - A Center in which various methodologies for group deliberation are enhanced with leading-edge technologies to produce a cohesive group problem-solving and process improvement environment
- Faculty Engagements
  - Typically Knowledge Consulting - Providing information to support AWF activities

# Problem Solving



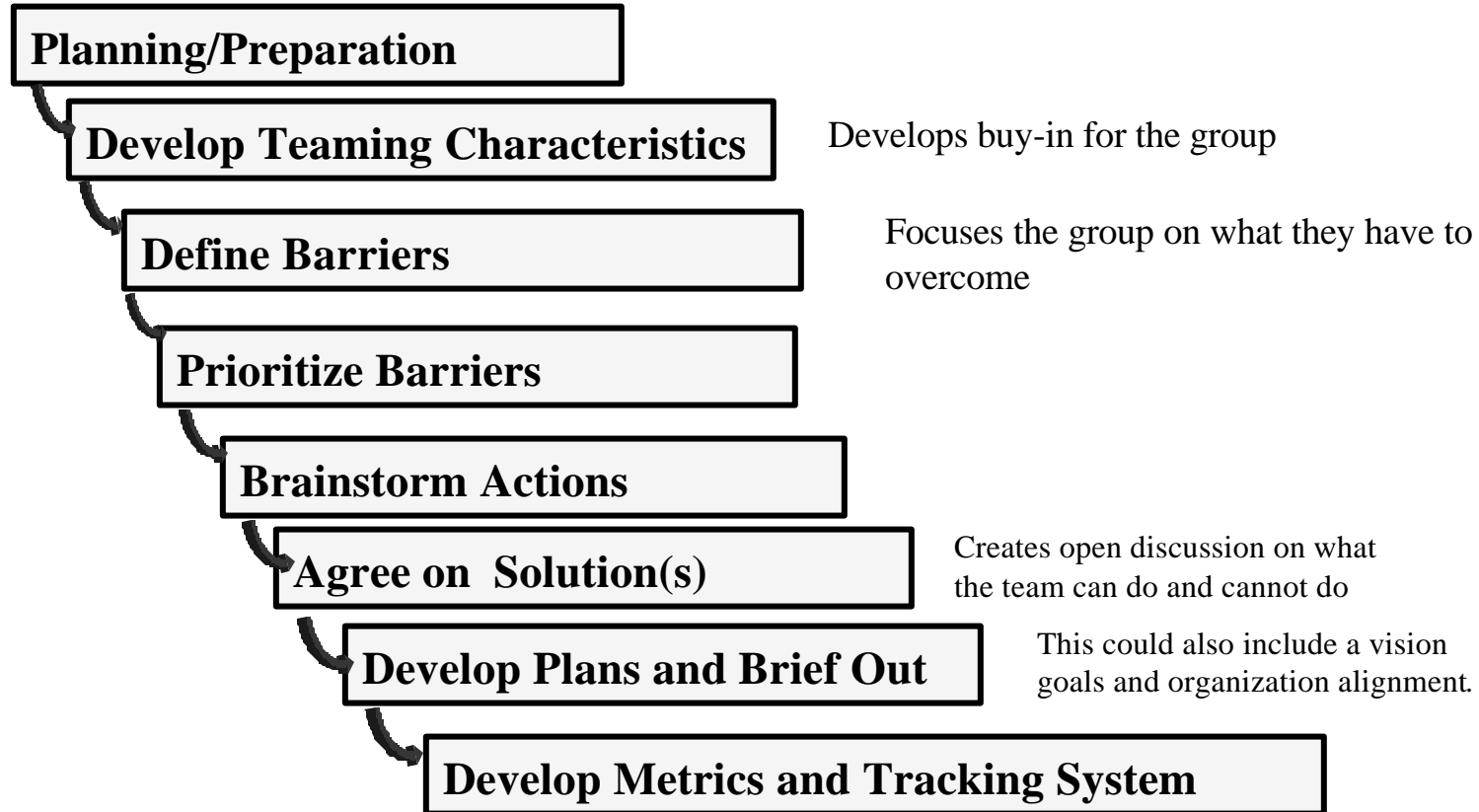
Example: PEO, Military Health Systems asked for support in review and understanding of cost and schedule problems experienced on program. DAU provided extended period of effort in assisting with new baseline development and subsequently establishing training for existing PEO staff in earned value tools.

# Strategic Planning



Example: Defense Security Service requested help in implementing their strategic management system. This was follow-on to previous effort that facilitated establishment of system. 3 days of effort by 2 facilitators with further effort to go.

# Teaming



Example: Army (Military Operations in Urban Terrain Program) requested team building support. DAU facilitated workshop using MBTI and various collaboration tools over 4 day period. Intervention called by program SES.



# CONSULTING CUSTOMERS

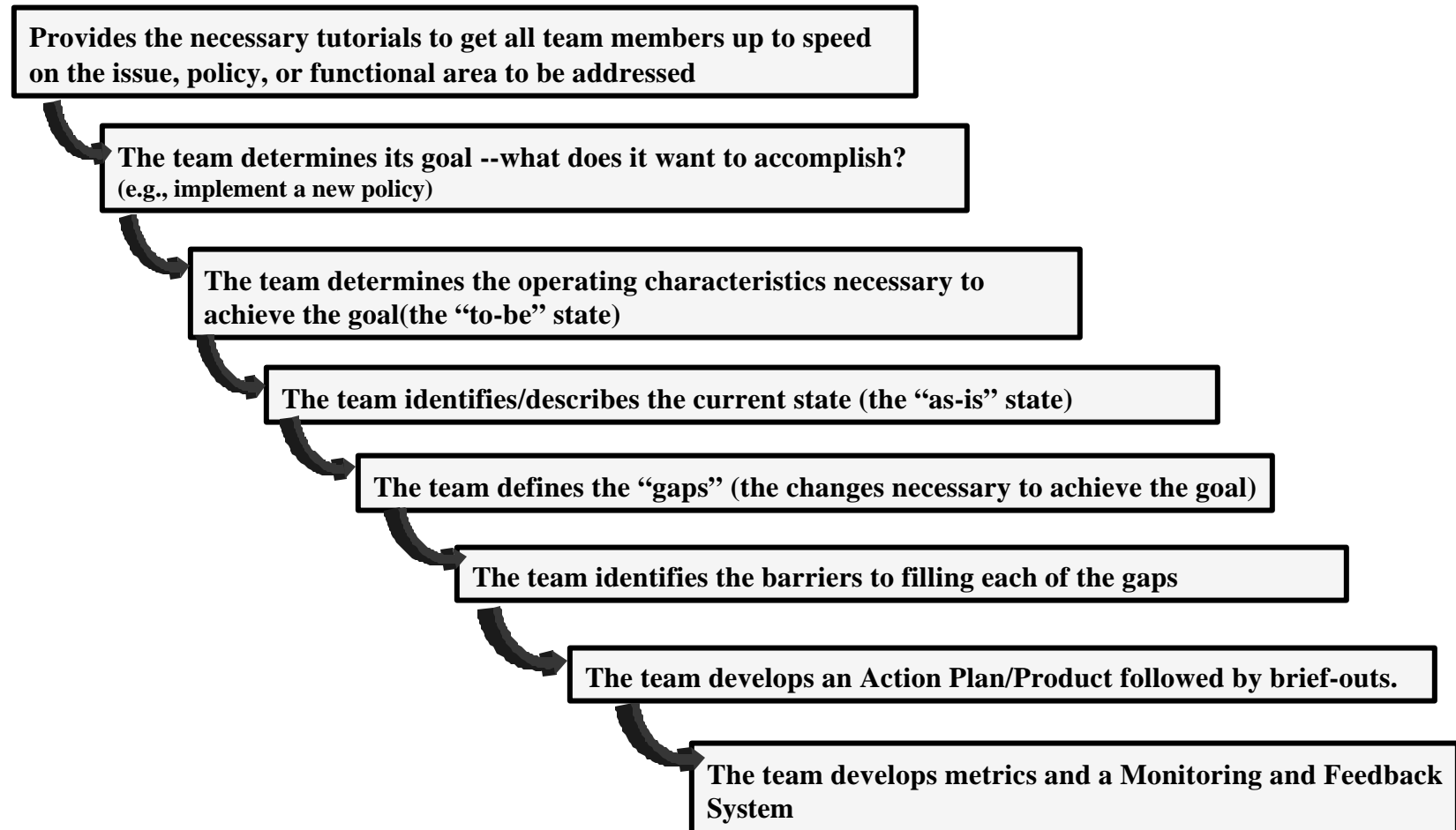
## “Full Spectrum of Support”

- Across the Department of Defense
  - Office of Naval Research
  - Army PERSCOM
  - Army Corp of Engineers
  - PEO Carriers
  - PEO Military Health Systems
  - AF Research Lab, Rome, NY
- Across all acquisition levels
  - SOCOM
  - Navy, CIO Smart Card Office \*
  - DCMA
  - Navy, PMA299 \*
- Across agencies and governments
  - FAA
  - Department of Energy
  - Australia, Director Software Acquisition Reform
  - Czech Republic, Ministry of Defense
  - Department of Treasury
  - NASA

\* Planned

# Action Learning Teams

## Typical Process:



Associate Provost & FIPT	Distance Learning Specialist	Program Director	Instructional Designer	Educational Specialist	Course Manager	Faculty / SMEs	Contractor	Students
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